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Form S-1

NEW JERSEY DEPARTMENT OF EDUCATION

TITLE PAGE - **SCHOOL APPLICATION**

SECTION I:

NGO#:11-SG03-H02

Title: School Improvement Grant

13-1210-055

SECTION II, PART A:

School Name: **Patrick F. Healy Middle School**

School Address: **116 Hamilton Street**

School City, State, Zip: **East Orange, NJ 07017**

Grade Span of School

Grade – 6 (2010-11)

Grade – 7 (2011-12)

Grade – 8 (2012-13)

Internal use only	School Code	Type	Region	Sequence
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Dr. Monica Burton

School Principal Name

Connie Liristis-Wilson

School Program Director Name

973-266-5670

School Program Director Telephone

School Program Director Fax/email

973-266-5693

Total amount of funds requested for school application: Year 1 \$1,630,288 Year 2 \$1,602,963 Year 3 \$1,227,285

Duration of the Year 1 project: 9/1/11 to 8/31/12

To the best of my knowledge and belief, the information contained in the application is true and correct. I further certify the school application information is complete.

Certification of Chief School Administrator

4/25/11
Date

SECTION II Part B

The school application has been duly authorized by the governing body of the East Orange school district (county code 13, District Code 1210, School Code 095).

Signature of Chief School Administrator

Title

4/25/11
Date

Business Manager: Victor R. Dunn

Phone: 973-266-5727

Fax: 973-678-4987

Form S-2

SCHOOL STATEMENT OF ASSURANCES

On behalf of the LEA and the applicant School, the undersigned hereby assure the New Jersey Department of Education that under this School Improvement Grant program:

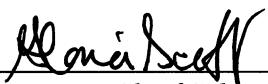
- Each school's principal and appropriate staff agrees to participate in the Leadership Academy.
- A Network Turnaround Officer is assigned to each school.
- Each school agrees to participate in an external evaluation and accountability process that includes rigorous objectives that measure the impact of the activities.

East Orange School District

Applicant LEA

Patrick F. Healy Middle School

Applicant School



Signature: *Chief School Administrator*

April 25, 2011

Date

Form S-3

Documentation of Federal Compliance (DUNS/CCR) Form

Note: this form must be completed and returned by the applicant school prior to any award being made.

Part I – Applicant Organization

Organizational Name of Applicant *East Orange School District*

Address *715 Park Avenue East Orange, NJ 07017*

DUNS number *082997214*

Expiration Date of CCR registration *4/5/2012*

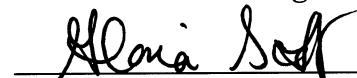
Congressional District *New Jersey*

Part II – Primary Place of Performance under this award

City *East Orange*

County *Essex*

I certify that this information is complete and correct. Furthermore, the applicant certifies that it has completed its registration on the Central Contractor Registration (CCR) website, found at www.ccr.gov, and shall maintain a current registration throughout the grant period.


Signature of Chief School Administrator

Dr. Gloria C. Scott, Superintendent

Name and Title

Form S-4

Date: March 24, 2011

PROJECT ABSTRACT

LEA : East Orange School District

Name of School: Patrick F. Healy Middle School

Mission	<p>We will provide a nurturing academically rich, structured, standards-based and data-driven learning environment while striving to ensure that all students increase their test scores by 20% and realize their full potential.</p> <p>Our mission is to demonstrate characteristics that exemplify continuous school improvement such as:</p> <ul style="list-style-type: none">• working as active members of a productive team focused on increase student achievement;• setting clear and measurable goals for meeting students' academic needs at their level of readiness; and• Effectively collecting, analyzing and utilizing performance data to make sound instructional decisions. <p>We will work diligently to prepare all students for NJASK6 and meet Adequate Yearly Progress (AYP) for the 2010-2011 school year (86% LAL and 80% Math).</p>
Vision	<p>We aspire to be the educational model of excellence for middle schools in the State of New Jersey. We plan to achieve adequate yearly progress by promoting the academic success of every student and the professional growth of every staff member.</p>
Project Implementation Summary	<p>Patrick F. Healy aspires to be the model of excellence for middle schools in the State and we plan to achieve Annual Yearly Progress (AYP). This decision is directly aligned to our proposal to implement the Transformation Model at Patrick F. Healy Middle School (Tier I) as outlined in the School Improvement Grant requirements. Activities and initiatives planned in the grant will assist administration and staff to increase student achievement, make adequate yearly progress and move from improvement status.</p> <p>The decision to implement the transformation model was determined after conducting a thorough needs assessment through an extension staff, parent and student survey. The purpose of this assessment was to identify the current need within each school, prioritize current needs, identify existing resources and community/stakeholder partnerships. Results from the needs assessment also afforded the district the opportunity to specify gaps between existing resources and prioritized needs.</p> <p>The projects in Years 1-3 will involve implementation of various school level initiatives, parental and community based activities, job-embedded professional development and an increase in learning time to address deficiencies as well evaluate teacher and school leader effectiveness. Other initiatives will include provisions for operational flexibility and sustained technical assistance and support provided by SINI Supervisors in Language Arts Literacy and Mathematics. Our district supervisors, literacy and mathematics coaches and lead teachers will continue to</p>

collaborate to support student progress and mentor instructional staff in best practices. We strive to emulate these values daily.

The major facets of the proposed transformational model that will be implemented:

- Providing on-going job-embedded professional development that is aligned to the schools Title I plans and the instructional programs to facilitate effective instructional practices to successfully implement the transformation model;
- Reward school leaders, teachers and staff that proven to increase student achievement and high school graduation rates and remove those leaders, teachers and staff that fail to do so even after ample opportunities to improve practices;
- Development and implementation of a rigorous evaluation system for school leaders and principals that measures performance and student growth; and
- Continuous use of assessment data to inform and differentiate instruction in order to meet the academic needs of individual students.

The School Improvement Grant funds and our dedication to our students allows Patrick F. Healy administration, staff, students and parents aspire to achieve academic advancement by setting clear expectations and measurable goals, regularly collecting and analyzing performance data, integrating technology, and sharing best practices as productive teams. Developing and nurturing the needs of students, parents, and staff will enable us to be great today but better tomorrow.

Form S-5

Date: March 24, 2011

REPORTING METRICS

LEA : East Orange School District

Name of School: Patrick F. Healy Middle School

Multiple Measures Analyzed in the School Needs Assessment Process for Current Programs, Strategies and Practices to address the areas below.

School Data	Metric	2010-2011 Data
Which intervention the school used (i.e., turnaround, restart, closure, or transformation)		Transformation
AYP status		Did not make AYP in 2010 Year 9
Which AYP targets the school met and missed		<u>Met</u> Students with Disabilities made Safe Harbor for Language Arts Literacy (LAL) <u>Missed</u> Participation rate for Students with Disabilities Benchmark Targets in LAL and Math for Total Population, Students with Disabilities, African-American and Economically Disadvantaged.
School improvement status		Year 8 – Language Arts Literacy Year 9 – Mathematics
Number of minutes within the school year		6 hrs: 25 min. X 180 days = 69,300 minutes
Student Outcome/Academic Outcome Data		<u>Grade 6 (2010 NJASK) LAL</u> Total: %PP = 78.9 %P = 21.1 %AP = 0.0 Spec Ed: %PP = 100 %P = 0 %AP = 0

Metric	2010-2011 Data		
African-Am:	%PP = 79.0 %P = 21.0 %AP = 0.0		
Econ. Dis:	%PP = 78.2 %P = 21.8 %AP = 0.0		
	<u>Grade 6 (2010 NJASK) Math</u>		
Total:	%PP = 71.6 %P = 22.9 %AP = 5.5		
Spec Ed:	%PP = 92.0 %P = 8.0 %AP = 0.0		
African-Am:	%PP = 71.4 %P = 23.8 %AP = 4.8		
Econ. Dis:	%PP = 71.3 %P = 22.8 %AP = 5.9		
	<u>Grade 7 (2010 NJASK) LAL</u>		
Total:	%PP = 71.3 %P = 28.0 %AP = 0.7		
Spec Ed:	%PP = 87.5 %P = 12.5 %AP = 0.0		
African-Am:	%PP = 72.3 %P = 27.0		

Metric	2010-2011 Data		
Econ. Dis:	%PP = 71.2 %P = 28.0 %AP = 0.8	%PP = 84.6 %P = 14.0 %AP = 1.4	%AP = 0.7
Grade 7 (2010 NJASK) Math			
Total:			
Spec Ed:	%PP = 95.8 %P = 4.2 %AP = 0.0		
African-Am:	%PP = 86.1 %P = 12.4 %AP = 1.5		
Econ. Dis:	%PP = 84.1 %P = 14.4 %AP = 1.5		
Grade 8 (2010 NJASK) LAL			
Total:			
Spec Ed:			
African-Am:	%PP = 90.0 %P = 10.0 %AP = 0.0		
Econ. Dis:			%PP = 62.4

Metric	2010-2011 Data	2011-2012 Data	2012-2013 Data
	%P = 36.1 %AP = 1.5		
<u>Grade 8 (2010 NJASK) Math</u>			
Total:	%PP = 81.0 %P = 19.0 %AP = 0.0		
Spec Ed:	%PP = 94.9 %P = 5.1 %AP = 0.0		
African-Am:	%PP = 81.2 %P = 18.8 %AP = 0.0		
Econ. Dis:	%PP = 80.8 %P = 19.2 %AP = 0.0		
		<u>Grade 6 (2010 NJASK) LAI</u>	
		Total 97.3 Spec. Ed. 89.3 African American 97.2 Econ. Dis. 98.1	
			<u>Grade 6 (2010 NJASK) Math</u>
			Total 97.3 Spec. Ed. 89.3 African American 97.2 Econ. Dis. 98.1
			<u>Grade 7 (2010 NJASK) LAI</u>
			Total 97.9 Spec. Ed. 88.9 African American 98.6 Econ. Dis. 97.8

Metric**2010-2011 Data**Grade 7 (2010 NJASK) Math

Total	97.9
Spec. Ed.	88.9
African American	98.6
Econ. Dis.	97.8

Grade 8 (2010 NJASK) LAL

Total	99.4
Spec. Ed.	97.6
African American	99.3
Econ. Dis.	99.3

Grade 8 (2010 NJASK) Math

Total	97.5
Spec. Ed.	95.1
African American	97.4
Econ. Dis.	97.0

Grade 6 (2010 NJASK) LAL

Total	180.1
Spec. Ed.	160.6
African American	180.3
Econ. Dis.	180.1

Grade 6 (2010 NJASK) Math

Total	187.2
Spec. Ed.	169.1
African American	187.7
Econ. Dis.	188.2

Grade 7 (2010 NJASK) LAL

Total	181.4
Spec. Ed.	157.3
African American	181.2

Average scale scores on state assessments in reading/language arts and in mathematics, by grade, for the “all students” group, for each achievement quartile, and for each subgroup

Metric	<u>2010-2011 Data</u>
Econ. Dis. = 181.7	
<u>Grade 7 (2010 NJASK) Math</u>	
Total = 168.4	
Spec. Ed. = 147.5	
African American = 167.6	
Econ. Dis. = 168.9	
<u>Grade 8 (2010 NJASK) LAL</u>	
Total = 194.2	
Spec. Ed. = 178.1	
African American = 194.0	
Econ. Dis. = 193.6	
<u>Grade 8 (2010 NJASK) Math</u>	
Total = 169.4	
Spec. Ed. = 146.5	
African American = 169.1	
Econ. Dis. = 168.3	
Percentage of limited English proficient students who attain English language proficiency	
Graduation rate	N/A
Dropout rate	N/A
Student attendance rate	N/A
Number and percentage of students completing advanced coursework (e.g., AP/IB), early-college high schools, or dual enrollment classes	91.5% (2010 Report Card)
College enrollment rates	N/A
Student Connection and School Climate	██████████
Discipline incidents	35% Student Suspension Rate
Truants	N/A
Talent	██████████
Distribution of teachers by performance level on LEA's teacher evaluation system	Satisfactory - 9 Needs Improvement - 6 Unsatisfactory - 26
Teacher attendance rate	91.2% (2010 Report Card)

Form S-6

Date: March 24, 2011

STATEMENT OF NEED

LEA : East Orange School District

Name of School: Patrick F. Healy Middle School

Multiple Measures Analyzed in the School Needs Assessment Process for Current Programs, Strategies and Practices to address the areas below.

Areas	List Multiple Measures Analyzed	(1) Overall Results & Outcomes & (2) Root Cause of Lack of Achievement
Academic Achievement – Reading	NJASK Result Cluster Analysis Cluster Trends Scatter Plot Growth Charts AYP Data Charts	All students have not mastered the NJCCS as is evident by the NJASK test results. Root Causes: The root causes include the need of extensive professional development; all teachers are in need of support to effectively analyze multiple sources of data, identify and address student areas of concern, student academic deficiencies, social concerns, and attendance. Lack of implementation of high quality, job embedded, professional development by teachers. While teachers are analyzing but not using data to inform instruction effectively.
Academic Achievement - Writing	NJASK Result Cluster Analysis Cluster Trends Scatter Plot Growth Charts AYP Data Charts	The vast majority of students scored 4 or below on 2010 NJASK persuasive writing task. The maximum score is a 12, the Just Proficient Mean (JPM) was 6. Only 22% students scored above the JPM on the 2010 Speculative prompt. Root Causes: There is a cumulative deficit of skills. Students who are not reading on level and have not mastered the craft of writing at the fifth grade level are promoted to sixth grade, where they fall further behind. The lack of preparedness culminates at the middle school level.
Academic Achievement - Mathematics	NJASK Result Cluster Analysis Cluster Trends Scatter Plot Growth Charts AYP Data Charts	Students are losing proficiency. Approximately 80% of students saw their mathematics scale score fall from 2009 grade 5 to 2010 grade 6. 96% of students who entered Healy with a partially proficient score from the 2009 NJASK-5 mathematics, failed the mathematics section of the 2010 NJASK-6. Root Causes: Lack of implementation of high quality, job imbedded, professional development by

Areas	List Multiple Measures Analyzed	(1) Overall Results & Outcomes & (2) Root Cause of Achievement
		<p>teachers.</p> <p>Teachers are analyzing but not using data to inform instruction effectively.</p> <p>Teachers need to plan more rigorous performance tasks for students.</p> <p>Lack of incentive programs that reward academic achievement and student behavior.</p>
Parent Involvement	Parent Survey Parent Meeting Agendas and Sign-in Sheets NJASK Results AYP Results	<p>Parent survey results indicate that parents are concerned about students not showing respect for other students, the public image of the school and the school not meeting the social/emotional needs of the students.</p> <p>Too few parents are attending meetings.</p> <p>Parent involvement is not leading to high student performance.</p> <p>Root Causes:</p> <p>94% of the student population is economically disadvantaged and come from single parent households, live with relatives or in foster care and are minimally involved.</p> <p>Parents need additional strategies and resources.</p>
Professional Development	Professional Development Plan Professional Development Evaluations, agendas and sign-in sheets RTIF Data Walk Through Logs CAPA reports	<p>Past Professional Development efforts have not brought about the changes in teaching and learning needed to improve student achievement.</p> <p>Root Causes:</p> <p>A challenge faced among the staff is the reluctance to collaborate amongst each other, preferring to teach in isolation. A marginal amount of teachers attend the district offered workshops and are intrinsically motivated to attend outside professional development or keep abreast of current educational scientifically research based studies. Furthermore, there has been a lack of administrative follow up to ensure PD strategies are implemented.</p>
Extended Learning Opportunities	After School Programs Tutoring Programs NJASK Results	<p>After school, Saturday and Summer School Programs have not increased student achievement.</p> <p>Root Causes:</p> <p>Students that need the most help often can't stay due to busing issues and lack of parent involvement. Lack of consistency in student attendance is another root cause for lack of differentiation</p> <p>More often, tutoring programs become a cramming session to help student pass the</p>

Areas	List Multiple Measures Analyzed	(1) Overall Results & Outcomes & (2) Root Cause of Lack of Achievement
Homeless	NJASK District Benchmark Assessments Weekly assessments	<p>NJASK. They do not provide true intervention of student needs.</p> <p>Results and root causes are consistent with the Total Population</p>
Students with Disabilities	NJASK District Benchmark Assessments Weekly assessments	<p>Results are consistent with the Total Population.</p> <p>Root Causes:</p> <p>Not enough time on task, not enough support with regards to implementation of curriculum modifications, and lack of multiple intelligence integration that addresses IEP needs.</p>
English Language Learners	Re-organized NJASK results ACCESS for ELL results	<p>The 2010-2011 school year is the first year Healy Middle school has an English Language Learner population. The Language! Intervention program along with a second certified ELL teacher provide intense instruction.</p>
Economically Disadvantaged	NJASK District Benchmark Assessments	<p>Results and root causes are consistent with the Total Population.</p> <p>Furthermore, parent involvement is virtually nonexistent.</p>
School Culture	Student Survey Staff Survey Parent Survey	<p>Only 27% of respondents indicated that other students in the school were friendly.</p> <p>Students also had issues with a lack of freedom and a lack of choices.</p> <p>Approximately 29% of students disagreed or strongly disagreed with the statement, “I like this school.” While approximately 33% of students disagreed or strongly disagreed with the statement, “This school is good.”</p> <p>Root Causes:</p> <p>Due to the transition from elementary school to the comprehensive sixth grade school for the district, students often struggle with structure, middle school curriculum, expectations and routines. The transferring of 50% of teaching staff within the 3 school complex has created anxiety with regards to the 6th grade curriculum, creation of new working</p>

Areas	List Multiple Measures Analyzed	(1) Overall Results & Outcomes & (2) Root Cause of Lack of Achievement
Leadership	NCLB Restructuring Plan CAPA Reports	The principal was removed at the end of the 2009-2010 school year as part of the restructuring plan. In 10 years there have been 5 different principals.
Highly Qualified Staff	Human Resources Position Control Database	All staff met the highly qualified requirements.

Evaluation & Needs Assessment Summary

1.	Describe the process and techniques used in the needs assessment.	The needs assessment was completed by an array of stakeholders within the school community including administration, teachers, academic coaches, parent representatives, guidance staff and special education child study team members. Additionally, the School Leadership Council (SLC) reviewed and discussed academic achievement results and SIG requirements.
2.	Describe methods used to collect and compile data for student subgroups.	Disaggregating data is done through a variety of means. All district cycle and benchmark assessments are scored using Edusoft. Edusoft has the ability to produce reports based on NCLB subgroup or any student population of interest.
3.	Explain how the data from the collection methods are valid and reliable.	The data from the collection methods are valid and reliable because we use a variety of sources to triangulate the data. Additionally, we use Edusoft, Read 180/Study Island Programs, which provide a source to track and analyze student performance.
4.	What did the data analysis reveal regarding classroom instruction?	The data analysis revealed the need for more planning of rigorous performance tasks regarding classroom instruction. Additionally, more opportunities to analyze data from various programs to meet the individual needs of the students are necessary.
5.	What did the data analysis reveal regarding professional development implemented in the previous year(s)?	Data analysis revealed that professional development offerings provided only a brief exposure to some of the best teaching practices. More high-quality job imbedded training is needed.
6.	How are educationally at-risk students identified in a timely manner?	Using the NJASK data disk, prior year results are re-organized for the classroom teacher. The Leadership Team uses the re-organized data and other data sources to identify students for remediation and other support programs
7.	How are educationally at-risk students provided with effective assistance?	In the past we have relied heavily on after school programs. In class support programs are needed.
8.	How does the needs assessment address migrant student(s) needs?	N/A
9.	How does the needs assessment address homeless student(s) needs?	N/A
10.	How were teachers engaged in decisions regarding the use of academic assessments to provide information on and improvement of the instructional program?	Teachers are engaged in decisions regarding the use of assessments and NJCCCS to provide information on and improvement of the instructional programs through weekly team meetings, daily planning periods, content area meetings, and curriculum committee meetings.

11. Describe the transition plan for preschool to kindergarten, if applicable.	N/A
12. Describe the process used to select the priority problems and root causes for this plan?	The leadership team and other stakeholders held needs assessment meetings to determine the priority problems and root causes.
13. What did the data analysis reveal regarding the root causes of subgroups not meeting AYP?	The problem is not one or more subgroups; the problem is systemic. The district has established a multilayered structure to identify the root causes for subgroups not achieving AYP. The lack of scientifically-based practices in instruction, job-embedded professional development, planning lessons and activities aligned to the NJCCCS, and extending the learning time to address student deficiencies are revealed after analyzing data. With regards to the economically disadvantaged, lack of parent involvement impacts attendance and academic performance.
14. How did the needs assessment results and evaluation of current programs lead to the selection of the SIG model (Transformation, Turnaround, Restart or Closure)?	After 9 years of failure to make Annual Yearly Progress (AYP) at Patrick F. Healy, the district decided to select the Transformation model for the 3 middle schools at the Hart Complex.
15. What is the process for removal of staff members deemed to be ineffective?	Non-tenured staff that are deemed ineffective contracts are not renewed. Removing tenured staff is more of a challenge. Administrators' training on effective teacher evaluation and support to provide teachers assistance to improve their practice is on-going.
16. Describe the incentive for Nationally Board Certified Teachers and Principals.	N/A

LEA : East Orange School District

PROJECT DESCRIPTION

Name of School: Patrick F. Healy Middle School

Implementation Indicator	SIG Required Activity – 1	Implementation Description	Timeline
	Replace the principal who led the school prior to commencement of the transformation model.		
Implementation Guidance	Establish clear criteria that describe the leadership behaviors needed to implement reform. These criteria should guide recruiting, hiring, supporting, and evaluating leaders. LEAs have the flexibility of retaining recently hired principals who have the experience and skills to successfully implement the SIG model.		
Evidence of Implementation			
Indicators			
1. The LEA identifies behaviors that leaders need to improve instruction and promote necessary school change.	The District developed initial criteria based on a variety of data, including student achievement, school climate surveys, parental involvement and observation/evaluation with on-going assessment of that model	September 2010 – June 2011	
2. The LEA selects and hires a principal with the necessary competencies to be a transformation leader.	The District went through the process of selecting and appointing a new principal in August 2010. The current incumbent, although a first year principal, has a proven track record for improving student achievement. Monitoring of student test data will serve as the criteria for evaluation.	August 2010 – June 2011	
3. The LEA establishes a pipeline of potential turnaround leaders.	Initiatives implemented at our SIG schools will be replicated for use throughout the district. All administrative staff will be trained. Additionally, our current initiatives, including our monthly Administrators Academy and New Principals meetings, along with other training opportunities will continue and be strengthened.	April 2011 – June 2014	
4. The LEA creates the expectation that the principal will develop staff instructional capacity and provide opportunities for sharing authority to guide the learning agenda.	The establishment of a SIG Facilitator and SIG Committee ensures shared leadership responsibility at the school level. At the District level, a SIG Coordinator will monitor on-going initiatives and progress. Duties and responsibilities are highlighted elsewhere in this application.	July 2011 – October 2011	

SIG Required Activity – 2

Use rigorous, transparent, and equitable evaluation systems for teachers and principals that (a) take into account data on student growth as a significant factor, as well as other factors, such as multiple observation-based assessments of performance and ongoing collections of professional practice reflective of student achievement and increased high school graduation rates; and (b) are designed and developed with teacher and principal involvement.

Implementation Guidance

Although we expect an LEA that receives SIG funds and decides to implement the transformation model in a Tier I or Tier II school to implement that model beginning in the 2010-2011 school year, we recognize that certain components of the model may need to be implemented later in the process. For example, because an LEA must design and develop a rigorous, transparent, and equitable staff evaluation system with the involvement of teachers and principals, implement that system, and then provide staff with ample opportunities to improve their practices, the LEA may not be able to remove staff members who have not improved their professional practices until later in the implementation process.

Evidence of Implementation	Implementation Description	Timeline
Indicators	After reviewing the disparity of documentation among different administrators, the district moved to standardize the evaluation process. District administrators collaborated to establish a rubric for the existing standards. The rubric was shared with the union leaders. Administrators shared the rubric with District teachers.	September 2010 – November 2012
2. The LEA evaluates teacher and administrator skills and knowledge, using a variety of valid and reliable tools that can be used to guide PD, teacher support, and personnel decisions.	A committee comprising representation from the, union leadership, and the school will meet to establish the procedures and protocol for evaluating staff and establishing research based professional standards. Additionally, the committee will recommend revising the current evaluative tool, creating a new instrument or adapting a national framework. Utilizing the established indicators, the committee will link the indicators to multiple sources of data and performance criteria.	September 2011 - December 2011
3. The SEA and LEA document and provide training regarding the evaluation process.	Form a committee comprising representation from the district and administrative staff to review, revise, or develop a rigorous, transparent, and equitable evaluation system for administrators.	January 2012 – March 2012
4. The SEA and LEA periodically assess the quality and usefulness of the evaluation process.	The district will provide training to the administrative, union leadership, and equitable evaluation system. The district will provide training to the administrative staff regarding the professional standards and rubric and the relationship to the evaluation process.	September 2011 – March 2012
	The revised evaluation instrument for administrators and teachers will be piloted in the SIG schools	April 2012 – June 2012
		September 2012 – April 2013

	The pilot will be evaluated via feedback from administrators, teachers and union leadership. Upon revisions, the new evaluation system for administrators and teachers may be adopted by the Board of Education for District-wide use.	April 2013 – June 2013 July 2013 – September 2013
5. The LEA monitors the evaluation process and reviews results.		

<p>SIG Required Activity – 3</p> <p>Identify and reward school leaders, teachers, and other staff who, in implementing this model, have increased student achievement and high school graduation rates, and identify and remove those who have not improved their professional practice after having been afforded ample opportunity to do so.</p>	<p>Implementation Guidance</p> <p>The LEA may develop a performance-based incentive system.</p> <table border="1" data-bbox="388 111 1238 1983"> <thead> <tr> <th data-bbox="388 111 437 1983">Evidence of Implementation Indicators</th><th data-bbox="437 111 812 1983">Implementation Description</th><th data-bbox="812 111 1238 1983">Timeline</th></tr> </thead> <tbody> <tr> <td data-bbox="388 111 437 1983">1. The SEA and/or LEA develop a valid, fair, and transparent method for deciding whether performance-based incentives have been met.</td><td data-bbox="437 111 812 1983">District and Union leadership will meet to establish criteria for performance based incentives.</td><td data-bbox="812 111 1238 1983">May 2011</td></tr> <tr> <td data-bbox="600 111 812 1983">2. A performance-based incentive system is developed in partnership with teachers, teachers' unions, and other relevant stakeholders.</td><td data-bbox="600 111 812 1983">The district will provide the union association the opportunity to develop a performance-based incentive system to be shared and approved by the district and designated school.</td><td data-bbox="812 111 1238 1983">March 2011 – 6/2011</td></tr> <tr> <td data-bbox="763 111 812 1983">3. The SEA and LEA develop policies that facilitate performance-based dismissals.</td><td data-bbox="763 111 812 1983">The district will review the current policies related to performance-based dismissals and make revisions as appropriate.</td><td data-bbox="812 111 1238 1983">July 2011 – August 2011</td></tr> <tr> <td data-bbox="926 111 1139 1983">4. LEA hiring procedures and budget timelines support the recruitment and hiring of high-quality teachers.</td><td data-bbox="926 111 1139 1983">The district will review and revise job descriptions and qualifications for all candidates for teaching. Hiring decisions will be based on the revised qualifications and job descriptions.</td><td data-bbox="1139 111 1238 1983">September 2011 – June 2012</td></tr> <tr> <td data-bbox="1090 111 1238 1983">5. LEAs and schools provide targeted assistance to underperforming teachers.</td><td data-bbox="1090 111 1238 1983">Collaborate with principals in developing a concise professional development plan for teachers, which will include goals to be attained over a 90 –day period, and evaluated using evidence from observations, artifacts, student learning and outcomes, and other identified measures. There will be two types of 90-day action plans; one directed for teachers in need of improvement and a more intense improvement plan for teachers performing at an unsatisfactory level.</td><td data-bbox="1139 111 1238 1983">September 2011 – June 2012</td></tr> </tbody> </table>	Evidence of Implementation Indicators	Implementation Description	Timeline	1. The SEA and/or LEA develop a valid, fair, and transparent method for deciding whether performance-based incentives have been met.	District and Union leadership will meet to establish criteria for performance based incentives.	May 2011	2. A performance-based incentive system is developed in partnership with teachers, teachers' unions, and other relevant stakeholders.	The district will provide the union association the opportunity to develop a performance-based incentive system to be shared and approved by the district and designated school.	March 2011 – 6/2011	3. The SEA and LEA develop policies that facilitate performance-based dismissals.	The district will review the current policies related to performance-based dismissals and make revisions as appropriate.	July 2011 – August 2011	4. LEA hiring procedures and budget timelines support the recruitment and hiring of high-quality teachers.	The district will review and revise job descriptions and qualifications for all candidates for teaching. Hiring decisions will be based on the revised qualifications and job descriptions.	September 2011 – June 2012	5. LEAs and schools provide targeted assistance to underperforming teachers.	Collaborate with principals in developing a concise professional development plan for teachers, which will include goals to be attained over a 90 –day period, and evaluated using evidence from observations, artifacts, student learning and outcomes, and other identified measures. There will be two types of 90-day action plans; one directed for teachers in need of improvement and a more intense improvement plan for teachers performing at an unsatisfactory level.	September 2011 – June 2012
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SIG Required Activity – 4

Provide staff ongoing, high-quality, job-embedded professional development (PD) that is aligned with the school's comprehensive instructional program and designed with school staff to ensure they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies.

Implementation Guidance

Effective PD: (1) occurs on a regular basis (e.g., daily or weekly); (2) is aligned with academic standards, school curricula, and school improvement goals; (3) involves educators working together collaboratively, and is often facilitated by school instructional leaders, school-based PD coaches, or mentors; (4) requires active engagement rather than passive learning by participants; and (5) focuses on understanding what and how students are learning, and how to address students' learning needs (e.g., reviewing student work and achievement data; collaboratively planning, testing, and adjusting instructional strategies, formative assessments, and materials based on such data).

Evidence of Implementation Indicators	Implementation Description	Timeline
	Based on student data, professional development will be differentiated according to the experience and expertise of teachers teaching general education, special education and bilingual education. Teachers will do a self-assessment of their skills and knowledge regarding the development of the adolescent learner and instructional best practices. Also, there will be study groups to address the curricula requirements for a new grade level (students moving from Gr. 6 to 7).	May 2011-June 2011
	Professional development will be provided first in a 2-day summer institute in each content area. Day One training will focus on understanding how the adolescent learns so teachers can develop lessons that addresses multiple intelligences and learning styles. Day Two of training will familiarize teachers with state standards and curricula to create lesson plans based on data to determine teaching strategies and skills to impact student achievement. Teachers will use the data from Language Arts Literacy and Mathematics summative and formative assessments to transform data into individualized instruction in the classroom.	July 2011-August 2011 2-day Institute
	Once the school year has started, job-embedded professional development will be provided weekly to general education, special education and bilingual/ESL teachers in scheduled team or content-area meetings during the school day by school-based coaches in literacy and mathematics. An outsider provider will also deliver professional development to all content areas, emphasizing reading and writing across the content area.	September 2011-June 2012 (Weekly)

After analyzing the teacher surveys, professional development for teachers will be differentiated by teachers being placed in pairs or small groups to have a deeper

	<p>study of research-based best practices, to learn how to analyze student summative, formative and contextual data, to develop instructional lessons, to use rubrics in evaluating student work, to provide meaningful feedback on student work and to manage time to provide high-quality corrective instruction and retesting when necessary.</p>	<p>September 2011-June 2012 (Weekly)</p>	
	<p>2. The LEA and school provide PD that equips teachers with the competencies needed to apply evidence- and standards-based practices effectively.</p>	<p>To provide teachers with PD that equips them with the competencies needed to apply evidence and standards-based practices effectively, the district and school will not only provide professional development by district supervisors, trainers and coaches, but will also identify an outside provider (i.e. William Paterson University or Montclair State University) to deliver and monitor the professional development given. After delivering the professional development in the area of classroom management, motivating students, differentiated instruction, technology integration, using rubrics to evaluate student work or meaningful student feedback, teachers will receive peer feedback of the practices being implemented. Through study groups and lesson study, teachers will collaborate, develop and model lessons.</p>	<p>August 2011-June 2012 (Weekly)</p>
	<p>3. The LEA and school define high levels of implementation of practices and monitor changes in teacher practice and student outcomes.</p>	<p>The district and school define high levels of implementation of practice by observing teacher engagement and student products. Teachers that are actively engaged in their work are discussing their learning with their peers, sharing their products for peer review, have an opportunity to seek assistance in revising and editing their products to improve the work quality and be able to reflect on their learning. Teachers are also utilizing student friendly rubrics as a self-assessment of their writing.</p>	<p>September 2011-June 2012</p>
	<p>4. The LEA and school promote professional learning communities and a school culture of continuous learning.</p>	<p>The professional learning communities in a school enable a group of teachers to grow professionally together. This means learning and implementation analysis and a school culture of continuous learning. Collaborative planning of lessons will ensure continuity of learning for all students. Also, teachers will continue to collaborate and learn from each other through the implementation of lesson study.</p>	<p>July 2011-June 2012 (Monthly)</p>
	<p>5. The LEA has a system to evaluate PD providers and select only those providers considered to be of high quality. The LEA provides approval oversight to PD providers selected by the school.</p>	<p>The EOSD uses several evaluative strategies to determine if a provider will deliver professional development of high quality. First the provider must be interviewed and have a proposal of the program and services being offered. Next, implementation and success data must be analyzed in order to determine the effectiveness of the service. Contacting other school districts and learning from them if the service received from a provider has brought improvement in student achievement. Teacher surveys are another source of evaluating the effectiveness of a provider's service. It is very important to find out if teachers improved their instructional practices due to the provider's professional development activities.</p>	<p>August 2011-June 2012 (Monthly)</p>

	A demonstration lesson, modeling the professional development being offered allows instructional coaches, teachers and administrators to make decisions if their needs will be met through the service of the provider. To ensure that continual growth and support is given to all teachers, a provider must provide an implementation and monitoring plan that includes classroom support to all teachers.
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<p>SIG Required Activity – 5</p> <p>Implement strategies that are designed to recruit, place, and retain staff with the skills necessary to meet the needs of the students in a transformation model.</p>			
<p>Implementation Guidance</p> <p>Strategies to recruit, place, and retain staff may include financial incentives or non-financial incentives, such as increased opportunities for promotion and career growth, and more flexible work conditions.</p>			
Evidence of Implementation Indicators	Implementation Description	Timeline	
<p>1. The SEA and LEA secure funding for long-term program sustainability.</p>	<p>The district will establish monthly meetings with non-tenured principals to ensure understanding of state and local mandates as well as standard operational procedures. The meetings will also address individual needs and identified weaknesses.</p> <p>During the second year of a non-tenured principal's assignment, the LEA will establish bi-monthly meetings to continue the support.</p>	September 2010 – June 2011 September 2011 – June 2012	
<p>2. The SEA and LEA ensure that students have equal access to high-quality teachers.</p> <p>3. The LEA has an intensive long-term investment in developing instructional leadership capacity at the school, as well as at the LEA levels.</p>	<p>The district has implemented a recruitment/retention plan that includes strategies to cultivate and strengthen relationships with local colleges and universities with teacher education programs; home-grow our own by strengthening and increasing the ranks of student teachers serving in the District and fostering their development in a way that will position East Orange as the “district of choice” for future employment; continue, as needed, our efforts at market recruitment; sponsoring our own targeted “mini-job fairs” for hard-to-fill positions; continuing our own program of intensive staff development targeted at first, second and third year teachers; and closely monitoring attrition through retirements and resignations to more accurately forecast staffing needs.</p> <p>Continue to support and nurture both novice and seasoned District administrators through constant monitoring and feedback; continue to encourage the development of professional learning communities, including the pairing of novice administrators with seasoned veterans; emphasize the use of the annual evaluation, not as a tool to assess blame, but rather as a tool to measure growth and development; the use of individual professional growth plans as one means to assess the need for targeted staff development activities designed to foster leadership skills; development of a</p>	September 2011 – June 2012	

	process to assist in the identification of emerging leaders from among the current teaching staff.	
4. The LEA delegates leadership to principals, instructional program leaders, and administrators.	Support and encourage District administrators via a targeted program of support activities including monthly Administrator Academy sessions; continued sponsorship of professional learning communities like our monthly meetings for new principals; scheduled site visits by district administrators; providing constant support and coaching as a means of assisting with staff-related disciplinary and performance documentation.	September 2011 – June 2012
5. The LEA provides leadership PD that is job-embedded and focused on evidence-based decision making.	Support and encourage District administrators to attend NJDOE sponsored workshops focusing on school leadership and increasing student achievement. Offer a monthly administrator's academy and principal's middle school network focusing on the implementation of instructional programs and ongoing student progress.	September 2011 – June 2012
6. The LEA includes non-monetary incentives for performance.	During an administrators' meeting, recognize the academic success of the designated school.	October 2011 – June 2012

SIG Required Activity – 6

Comprehensive instructional reform strategies. The LEA must (a) use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next, as well as aligned with state academic standards; and (b) promote the continuous use of student data (such as from formative, interim, classroom, and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students.

Implementation Guidance

If an LEA determines, based on a careful review of appropriate data, that the instructional program currently being implemented in a particular school is research-based and properly aligned, it may continue to implement that instructional program. However, it is expected that most LEAs with Tier I or Tier II schools will need to make at least minor adjustments to the instructional programs in those schools to ensure that those programs are, in fact, research-based and properly aligned.

Evidence of Implementation Indicators	Implementation Description	Timeline
1. SEA and LEA data systems facilitate the collection, interpretation, and use of data to drive instructional change.	The school provides the district the data so that students who were not proficient on the NJASK will be identified to receive a RTI program in the school. Students are monitored in the RTI program for evidence of achievement. Successful students are able to exit a RTI program and placed in an on grade level program after a semester of instruction.	Sept. 2011-June 2012
2. SEA, LEA, and school provide access to timely data that includes disaggregated statewide assessment scores, and school performance and aggregated classroom observation data.	The school provides data from the NJASK during the summer so that the school will know which students passed the state assessment. The district provides data subgroup patterns, quarterly and mid-term assessments. The school provides formative assessment data by the means of Developmental Reading Assessments, Lexile scores, school-based and teacher-made assessments, student surveys and interviews and observations.	Aug. 2011-June 2012
3. LEA and school ensure that school aligns instruction with standards and benchmarks.	The district and school ensures that the curricula are aligned with the NJCCC Standards. The district and school monitors the pacing and implementation of the curricula to ensure that instruction will prepare students for standards-based benchmarks.	Sept. 2011-Aug. 2012
4. LEA and school dedicate structured time for PD and staff collaboration around data interpretation.	To ensure that staff collaboration around data interpretation occurs, the district assists the school with a schedule that guarantees time daily for team or content area meetings so that teachers to meet to discuss the student progress in their professional learning community. Teachers must understand the grade-level standards and need guidance in translating the data into useful information for modifying their instructional practices.	Sept. 2011-June 2012
5. LEA and school demonstrate use of data to guide instructional change, and the school defines a process where teacher and administrator teams meet to review data and plan improvement.	The analysis of data is a continuous process through the tool of the assessment notebook for the district, principal and teacher. The district uses aggregated data to make informed decisions to guide the school in meeting the physical, social and academic needs of students. The district meets with the school administration monthly to discuss the progress and next steps in student achievement. Then the school administrator meets with the school leadership team to review the data and make recommendations to the staff for improvement. The teachers meet daily to discuss the recommendations and develop an action plan to deliver effective differentiated instruction.	Sept. 2011-June 2012

SIG Permissible Activity: A transformation model may also implement other strategies.**Implementation Guidance**

An LEA may also implement comprehensive instructional reform strategies, such as--
a) Conducting periodic reviews to ensure that the curriculum is being implemented with fidelity, is having the intended impact on student achievement, and is modified if ineffective;

- b) Implementing a school-wide “response-to-intervention” model;
- c) Providing additional supports and professional development to teachers and principals in order to implement effective strategies to support students with disabilities in the least restrictive environment and to ensure that limited English proficient students acquire language skills to master academic content;
- d) Using and integrating technology-based supports and interventions as part of the instructional program; and
- e) In secondary schools--

- Increasing rigor by offering opportunities for students to enroll in advanced coursework such as Advanced Placement; International Baccalaureate; or science, technology, engineering, and mathematics courses, especially those that incorporate rigorous and relevant project-, inquiry-, or design-based contextual learning opportunities), early-college high schools, dual enrollment programs, or thematic learning academies that prepare students for college and careers, including by providing appropriate supports designed to ensure that low-achieving students can take advantage of these programs and coursework;
- Improving student transition from middle to high school through summer transition programs or freshman academies;
- Increasing graduation rates through, for example, credit-recovery programs, re-engagement strategies, smaller learning communities, competency-based instruction and performance-based assessments, and acceleration of basic reading and mathematics skills; or
- Establishing early-warning systems to identify students who may be at risk of failing to achieve to high standards or graduate.

Evidence of Implementation Indicators	Implementation Description	Timeline
1. LEA and school will meet with teachers periodically to review the implementation of district adopted curriculum guide through the review of student work and student assessment results. Modifications to the curriculum guide will meet the needs of students.	Through the analysis of student data, the district and school will make necessary modifications to district adopted guide to address trends in data to address student needs. Instructional coaches and administrators will provide support to teachers to assist with data analysis and the development of instructional plans and to effectively monitor student progress.	October 2011-June 2012

<p>2. The school will adopt the 3-Tier Model of RTI to meet the needs of students who are at risk for performing below the Just Proficient Means in LAL and mathematics, students with disabilities who are taught in self-contained and general education classes, and students who have Lexile scores below grade level.</p>	<p>The district and school will ensure that teachers are provided the professional development and resources needed to implement the 3-Tier Model of RTI. Tier 1 provides instruction in the core subject areas. Tier 2 provides targeted instruction and behavioral/relational support in addition to the core. Tier 3 provides intensive instruction and relational support in addition to the core. School administrators and teachers will provide evidence of intervention strategies through student work products and documentation of student assessment results.</p>	<p>September 2011- January 2012</p>
	<p>3. Best practices for teaching students with disabilities in general education classrooms will be implemented to ensure that students master academic content. The school will adopt co-teaching models such as parallel and station teaching to maximize the level of instruction in inclusive classrooms.</p>	<p>Additional professional development will be provided for general education teachers and special education teachers who teach students in general education classrooms. In an effort to foster greater collaboration between teachers the master schedule will provide meeting times for co-teachers to meet to plan instruction for students. In addition instructional coaches will support teachers with the resources necessary to differentiate instruction in inclusive classrooms.</p>

SIG Required Activity – 7a Increasing learning time and creating community-oriented schools. The LEA must (a) establish schedules and strategies that provide increased learning time for all students			
Implementation Guidance			
<p>“Increased learning time” means using a longer school day, week, or year schedule to significantly increase the total number of school hours to include additional time for: (a) instruction in core academic subjects, including English, reading or language arts, mathematics, science, foreign languages, civics and government, economics, arts, history, and geography; (b) instruction in other subjects and enrichment activities that contribute to a well-rounded education, including, for example, physical education, service learning, and experiential and work-based learning opportunities that are provided by partnering, as appropriate, with other organizations; and (c) teachers to collaborate, plan, and engage in PD within and across grades and subjects. Research supports the effectiveness of well-designed programs that expand learning time by a minimum of 300 hours per school year.</p>			
Evidence of Implementation Indicators	Implementation Description	Timeline	
1. The SEA and LEA are familiar with evidence-based practices to provide increased learning time.	A series of meetings will be held with the teachers’ union EOEA to (1) review and discuss the impact of extended learning time on student achievement and (2) delineate the time parameters contained in the existing contract. Develop a Memorandum of Understanding (MOU) that amends the teachers’ collective bargaining agreement that allows the union and the district to agree to expand learning time.	March 2011 – June 2011 June 2011 – July 2011	March 2011 – June 2011
2. The LEA identifies community needs and partnership opportunities.	School administrators, teachers and other staff identifying outside organizations (governmental, art and cultural institutions, health and mental agencies, institutions of higher education and churches) to collaborate with to create a community-oriented school. Involve the parents, community member’s school staff in the selection o community partners and planning for the services to be offered at the school site. Integrate in school and out-of-school time learning with the common core standards	March 2011 – August 2011 September 2011 – October 2011	September 2011 – October 2011
3. The LEA allocates funding for extended-learning programs.	Implement the district’s 4-week NJASK After School program and NJASK Saturday program All students in the school will participation in an extended school year to (a) provide the students with more time in math, science and language arts literacy to support the acquisition of the Common Core Standards; (b) integrate enrichment and applied learning opportunities into the school day; and (c) provide educators with time to work together to plan instruction, add core academic time that allows teachers to individualize support for students.	November 2011 – December 2011 March 2012 – May 2012 January 2-12 – June 2014	January 2-12 – June 2014

	<p>(a) The School Leadership Team (SLT) will analyze student performance on the NJASK, unit tests and cycle tests in language arts literacy. A focus will be selected writing, reading or mathematics. This focus will cut across the selected enrichment model. This approach allows the school to focus yearly on a few key goals.</p> <p>Achieve 3000 Home Connection program is a customized, differentiated literacy curriculum that is specifically tailored to meet the learning needs of students taking the NJASK at least two years. Students work independently through the five-step routine without close teacher supervision at home. Achieve 3000 Instructional Codes monitor student work and are in constant contact by email and phone.</p> <p>(b) School staff implements the following enrichment models for all students</p> <ol style="list-style-type: none"> 1. Extra curricula electives: typical designed to build new skills and expose students to new topics (e.g. digital photography, jazz, martial arts) 2. Academic electives: Taught by subject teachers with curriculum aligned with state standards to reinforce learning (e.g. robotics, environmental science) 3. Unified arts classes: Art, music, and drama. <p>(c) Additional time for preparation, collaborative planning and professional development will be included in the district-teacher MOU. The parameters for this time must be negotiated</p>	March 2011 – June 2011	
	<p>4. The LEA supports school leadership in developing and sustaining community partnerships.</p> <p>5. The LEA provides PD to ensure that extended-learning programs are aligned with the school curriculum.</p> <p>6. The LEA has a system of assessing the progress of the extended-learning program and using data to guide instructional changes.</p>	<p>The district and EOEA will (1) ensure that each community-oriented school program has a strong academic program and that it complements the district's mission (2) ask each partner to designate an employee at each site to operate as a contact point with the school, (3) develop joint financing of the programs (4) obtain Board of Education approval of the partnership.</p> <p>Supervisors of instruction will work with school staff to ensure that the program is aligned with the school curriculum. District supervisory staff will conduct monthly walkthroughs to observe program implementation.</p> <p>Evaluations will be conducted for academic and community oriented programs. Pre-Post tests will be administered for all academic programs. Data will be collected to determine the strengths and weaknesses of services and programs in the community-oriented programs.</p>	<p>November 2011- December 2011</p> <p>November 2011- December 2011</p> <p>June 2012</p>

Emphasis Indicator**SIG Required Activity – 7b**

Increasing learning time and creating community-oriented schools. The LEA must (b) provide ongoing mechanisms for family and community engagement.

Implementation Guidance

In general, family and community engagement means strategies to increase the involvement and contributions, in both school-based and home-based settings, of parents and community partners that are designed to support classroom instruction and increase student achievement. Examples of mechanisms that can encourage family and community engagement include the establishment of organized parent groups, holding public meetings involving parents and community members to review school performance and help develop school improvement plans, using surveys to gauge parent and community satisfaction and support for local public schools, implementing complaint procedures for families, coordinating with local social and health service providers to help meet family needs, and parent education classes (including GED, adult literacy, and ESL programs).

Evidence of Implementation Indicators	Implementation Description	Timeline
1. The LEA ensures each school has a strong academic program, with all other services complementing the central academic mission.	<p>The Patrick Healy Middle School Staff aspires to be the educational model of excellence for middle school in the State of New Jersey. We plan to achieve adequate yearly progress by promoting the academic success of every student and the professional growth of every staff member.</p> <p>Patrick Healy Middle School will provide a nurturing academically rich, structured standards-based, data-driven environment while striving to assist all students to meet or exceed the New Jersey Core Curriculum Content Standards (NJCCCS), and to realize their full potential, to be contributing members of a global society, in addition to becoming life-long learners.</p>	August 2011 – June 2012
2. The LEA supports sustainable and effective community partnerships (e.g., requires partnering organizations to designate an employee at school site to operate as a contact point for school, family, and community; and develops joint financing of facilities and programs with community and local government).	<p>The School will increase collaborative efforts to build capacity of community partnership through the existing School Leadership Team, School Leadership Council, PTA and DPAC to ensure existence and growth of:</p> <ul style="list-style-type: none">• Strong communication with the school and community at large;• Development of strategies to access resources and strengthen partnerships in the school and community;• Knowledge and insights from community members to enhance learning;• Enhancement and/or creation partnerships for life-long learning;	August 2011 – June 2012

	<p>and</p> <ul style="list-style-type: none"> • Assist students to explore and become contributors to their community. 	
3. Schools involve a broad representation of parents, community members, school staff, and other stakeholders in planning and implementing services offered at the school site.	<p>The district will ensure the common thread that is woven throughout a student's academic career continues to be the parent. Together the parents, teachers, students and the community will create a synergy that raises academic achievement.</p>	August 2011 – June 2012
4. Schools provide PD to ensure that staff members work effectively with partnering organizations.	<p>Through parent meetings and workshops, the school will provide information to parents to further their understanding of local and State's academic content standards, student academic achievement standards, state and local academic assessments, and how parents can monitor their children's progress and work with the school to improve the achievement of their children. Opportunities for parents to share questions and concerns will be provided at these parent meetings and workshops and on an individual basis through their child's teacher and school administrators. Parents will be encouraged to monitor their child's progress and work in partnership with our staff to improve the achievement of their children through volunteering in the classrooms, contacting the school with questions or comments, attending meetings and workshops, and working with their child at home.</p>	August 2011 – June 2012
5. LEA and school leaders periodically report to, and solicit input from, the school committee, staff, families, and community on school improvement	<p>The district will ensure to:</p> <ul style="list-style-type: none"> • Clearly communicate assessment goals and dates; • Share the results of assessment with parents; • Use a variety of assessment data to establish future goals for both home and school. Provide parents with the materials and education they need to assist their child; • Collaborate with all specialists who work with students, so all adults and parents work toward student success; and • Assist parents set up graphic organizers and data collection sheets that indicate work completed and methods used at home. These graphic organizers provide indispensable parent documentation and will become a valuable tool for conferences when establishing resource needs as well as for future IEP and 504 meetings when new goals are established. 	August 2011 – June 2012

Implementation Guidance		SIG Permissible Activity: A transformation model may also implement other strategies.	
Evidence of Implementation Indicators	Implementation Description	Timeline	
Communications/Partnerships with Parents by: Relationships First, Education Second	<p>The district and the East Orange Education Association will partner to plan and implement parent-only meetings. The initial meeting will be before the first day of school. Parents often come to the classroom with preconceived ideas and fears. This is an opportunity to interact with parents without child interruptions and develop the parent-teacher relationship. Parents are able to focus on message and interact with school staff and the other parents in the class. This meeting is an opportunity for staff to set the expectations and tone for the year, relieve parent concerns, and establish a positive parent climate in your room. The underlying theme for this first meeting: that both educators and parents are the student's teachers.</p> <p>Invite resource staff, so parents can experience the teamwork that is needed for student success.</p> <p>Schedule "Parent-only" meetings through the year to build and maintain parent relationships, align teacher with parent, and maintain parent education.</p> <p>Provide weekly parent education tips that explain the concepts being taught and provide support materials that allow parents to help at home.</p>	September 2011-June 2012	
Enhance Partnership between Teachers and Parents	<p>Work with resource teachers to provide ability-based homework that reinforces the concepts of the general education and resource room.</p> <p>Bridge the gap between home and school through thematic home projects.</p> <p>Provide parent homework and a method of weekly communication between parent and</p>	September 2011-June 2012	

	teacher.	Record the efforts of parent involvement on each child's report card, so parents can see the importance of their work and the value you place on it.	September 2011-June 2012
Harness the Talents and Energies of Your Students' Parents	Ask parents to chair and plan family events and class fundraisers. Empower them to make this their child's best year of learning. Their involvement establishes "buy-in" and a sense of ownership in the classroom.	Set up school-wide parenting and teacher education classes.	September 2011-June 2012
Encouragement vs. Praise	<p>Send home regular communication to all parents that details specific examples of parent-initiated creative teaching strategies and methods. Follow up with phone calls of encouragement and support. This motivates involved parents to continue working with their children and encourages less involved parents to become active members of the education process.</p> <p>Celebrate -- provide regular events that showcase your students' learning and invite parents to participate.</p> <p>Use each event as an opportunity for parent education and encouragement while developing a community.</p> <p>End the year with a celebration of both student and parent successes, and solicit the parents' commitment to continue supporting their children throughout their academic careers.</p>		

SIG Required Activity - 8

Providing operational flexibility and sustained support. The LEA must (a) give the school sufficient operational flexibility (such as staffing, calendars/ time, and budgeting) to implement fully a comprehensive approach to substantially improve student achievement outcomes and increase high school graduation rates; and (b) ensure that the school receives ongoing, intensive technical assistance and related support from the LEA, the SEA, or a designated external lead partner organization (such as a school turnaround organization or an EMO).

Implementation Guidance - N/A

Evidence of Implementation Indicators	Implementation Description	Timeline
1. The LEA has systems and processes for anticipating and addressing school staffing and instructional and operational needs in timely, efficient, and effective ways.	The LEA provides the school administrator with the baseline staffing data, utilizing a fair and equitable formula. The administrator is provided the flexibility to realign positions and/or present a rationale for additional staff members based on data, programs, and student needs.	December 2010-March 2011
2. The LEA cultivates a pipeline of school transformation leaders, as well as external providers.	The LEA will collaborate with external providers to design an aspiring leaders' academy or partner with a higher learning institution or organization with providing techniques and strategies to train identified transformational leaders.	January 2012-June 2012
3. The LEA has established annual goals for student achievement.	The LEA, in collaboration with the BOE will develop annual District goals for student achievement. The individual schools will develop school wide goals, which shall include the District wide goals.	July 2011-September 2011
4. The LEA has ongoing diagnostic programs in place to assess annual goals for student learning and effective practice.	The LEA will provide training to District supervisors regarding the development of reliable and valid assessments.	July 2011-December 2011
5. The LEA and school share student progress data with parents and students.	The parent component of the new student database (FOCUS) will be made available to all parents by March 2012.	July 2011-March 2012

SIG Required Activity – 9		
Establish a system to collect data for the required leading indicators for schools receiving SIG funds.		
Implementation Guidance		
The nine metrics that constitute the leading indicators for the SIG program include (1) the number of minutes within the school year, (2) student participation rate on state assessments in reading/language arts and in mathematics by student subgroup, (3) dropout rate, (4) student attendance rate, (5) number and percentage of students completing advanced coursework (e.g., AP/IB, early-college high schools, or dual enrollment classes), (6) discipline incidents, (7) truants, (8) distribution of teachers by performance level on an LEA's evaluation system, and (9) teacher attendance rate.		
Evidence of Implementation Indicators	Implementation Description	Timeline
1. The SEA has established a process to collect and analyze data, preferably at key points during the year so the SEA may provide support to help the LEA and school make needed corrections.	Staff at Patrick F. Healy Middle School and the East Orange Central Office appreciates the process established by the New Jersey Department of Education for collecting and analyzing data at key points during the school year. We welcome and look forward to any support and/or help you can provide.	Sept. 2011 – August 2012
2. The LEA and school have established a data system that can collect and report information on all nine leading indicators.	The East Orange School District recently purchased a new student information system called Focus to replace our outdated student software. While we were always able to collect the information included in the Reporting Metrics and the New Jersey School Report Card, the new software will provide a user-friendly format that is readily available to school staff. Staff at Patrick F. Healy Middle School are currently being trained on the Focus student management system.	Sept. 2011 – August 2012

ANNUAL STUDENT TARGETS

LEA : East Orange School District

Name of School: Patrick F. Healy Middle School

GRADE SPAN & SUBGROUP	Name of Measurement	LANGUAGE ARTS			MATHEMATICS				
		Baseline	2012 Target	2013 Target	2014 Target	Baseline	2012 Target	2013 Target	2014 Target
Total Students	For Each Grade Span: 6	47%	52%	60%	70%	47%	52%	60%	70%
Students with Disabilities		40%	45%	53%	63%	34%	39%	47%	57%
Limited English Proficient Students		42%	47%	55%	65%	36%	41%	49%	59%
White		N/A	N/A	N/A	Mid-Term Exam: Learnia Form B	N/A	N/A	N/A	N/A
African-American		47%	52%	60%	70%	48%	53%	61%	71%
Asian/Pacific Islander		N/A	N/A	N/A	Learnia Form A	N/A	N/A	N/A	N/A
American Indian/Native American		N/A	N/A	N/A		N/A	N/A	N/A	N/A
Hispanic		47%	52%	60%	70%	43%	48%	56%	66%
Others		N/A	N/A	N/A		N/A	N/A	N/A	N/A
Economically Disadvantaged		48%	53%	61%	71%	48%	53%	61%	71%

Date: March 24, 2011

Form S-8

ANNUAL STUDENT TARGETS

LEA : East Orange School District

Name of School: Patrick F. Healy Middle School

GRADE SPAN & SUBGROUP		LANGUAGE ARTS					MATHEMATICS				
For Each Grade Span:	6	State Assessment	Baseline	2012 Target	2013 Target	2014 Target	State Assessment	Baseline	2012 Target	2013 Target	2014 Target
Total Students		State Assessment	29.2	37	45	55	State Assessment	21.7	30	37	45
Students with Disabilities		N/A	11.7	22	32	42		8.5	16	22	32
Limited English Proficient Students			N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
White			N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
African-American			29.1	37	45	55	21.3	30	37	45	
Asian/Pacific Islander			N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
American Indian/Native American			N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic			25.0	35	45	55	25.0	35	45	55	
Others			14.3	23	33	43	14.3	23	33	43	
Economically Disadvantaged			29.1	37	45	55	22.1	30	37	45	

Form S-9

Use only one model template for each school.

Date: March 24, 2010

PROJECT ACTIVITY PLAN - TRANSFORMATION

LEA : East Orange School District

Name of School: Patrick F. Healy MS

SIG Required Activity – 1 Transformation		Replace the principal who led the school prior to commencement of the transformation model.				
SMART Goal:		In July 2010, the district replaced the principal to transform the low-performing school to increase student achievement is increased by 10% each year.				
Indicators of Success:		1. Student achievement on State and other standardized assessments in math and language arts 2. Student achievement on formative and summative assessments				
SBR Practice to Address Goal:		Use of formative and summative assessment data to differentiate and modification instruction to address individual student deficiencies.				
Description of Action Steps		Person(s) Responsible	Resources	Documentation	Q1	Q2
1	Vacancy for the position of principal was created via transfer of the current school leader, as a first step in the current transformation initiative, July, 2010. Position was posted and advertised	Superintendent of Schools Director of Human Resource Services	N/A	Board Agenda	X	
2	Both internal and external applications were screened and candidates were selected for interview	Director of Human Resource Services	N/A	Copy of district posting and tear sheet	X	
3	Interviews were conducted via panel interviews	Director of Human Resource Services	N/A	Copies of applications	X	
4	Finalists were selected and presented to the Superintendent for final selection	Director of Human Resource Services	N/A	Interview Evaluation Sheets	X	
5	Successful candidate was appointed at the August 10, 2010 meeting of the East Orange Board of Education	Superintendent of Schools, East orange Board of Education	N/A	Board Agenda	X	
6	On-going assessment of student performance is in place to measure effectiveness of current administration	Acting Administrative Assistant	N/A	Student test data	X	X
7						X

SIG Required Activity – 2	Use rigorous, transparent, and equitable evaluation systems for teachers and principals that (a) take into account data on student growth as a significant factor, as well as other factors, such as multiple observation-based assessments of performance and ongoing collections of professional practice reflective of student achievement and increased high school graduation rates; and (b) are designed and developed with teacher and principal involvement.						
SMART Goal:	By September 2012, there will be a new or revised rigorous, transparent, and equitable evaluation system for teachers and administrators.						
Indicators of Success:	<ul style="list-style-type: none"> 1. Improved teacher and administrator performance 2. Multiple measures of student growth 						
SBR Practice to Address Goal:	Use of a formative and summative evaluation system that identifies ways to improve performance, professional development to enhance practice and determine salary increments, tenure, transfer or non-renewal.						
Description of Action Steps	Person(s) Responsible	Resources	Documentation	Q1	Q2	Q3	Q4
1 Form a committee to review, revise, or develop a rigorous, transparent, and equitable evaluation system for teachers.	Assistant Superintendent of Operations Human Resources Director	\$5,000 - Supplies and materials	Agendas List of Committee members Minutes from Meeting	X			
2 Establish the procedures and protocol for evaluating teachers. Establish research-based professional standards, rubric and criteria.	Assistant Superintendent of Operations Human Resources Director	N/A	Agendas Minutes from Meeting List of standards and criteria	X			
3 Train Administrators, Union leadership, and staff on the new evaluation system for teachers	Assistant Superintendent of Operations Human Resources Director	\$10,000 – Professional Development (Page 59)	Purchase orders for staff development agendas	X			
4 Pilot the new evaluation system for teachers in the SIG school.	Principal of SIG School	N/A	Copies of teacher observations and evaluations	X	X	X	
5 Evaluate the pilot via feedback from administrators, teachers, and union leadership.	Human Resource Director Union leadership	N/A	Results from survey			X	
6 Form a committee to review, revise, or develop a rigorous, transparent, and equitable evaluation system for principals.	Assistant Superintendent of Operations Human Resources Director	\$5,000 – Supplies and materials	Agendas List of Committee members Minutes from Meeting			X	
7 Establish the procedures and protocol for evaluating administrators. Establish research-based professional standards, rubric and criteria.	Assistant Superintendent of Operations Human Resources Director	N/A	Agendas Minutes from Meeting List of standards and criteria	X			
8 Review the evaluation process with all administrators.	Assistant Superintendent of Operations Human Resources Director	\$5,000 – PD Consultant Agendas	Purchase orders for staff development	X			

9	Pilot the new evaluation system for administrators in the SIG school.	Assistant Superintendent of Operations	N/A	Copies of administrative observations and evaluations	X	X	X
10	Evaluate the pilot via feedback from administrators and LEA.	Superintendent of Schools Assistant Superintendent of Operations Human Resources Director	N/A	Feedback from administrators			X

SIG Required Activity – 3	Identify and reward school leaders, teachers, and other staff who, in implementing this model, have increased student achievement and high school graduation rates, and identify and remove those who have not improved their professional practice after having been afforded ample opportunity to do so.
SMART Goal:	By September 2012, there will be a system to identify and reward school leaders, teachers, and other staff who have met the established criteria for increasing student achievement. Additionally, there will be established criteria to identify and remove staff members who have not improved their professional practice after having been afforded ample opportunity to improve.
Indicators of Success:	<ol style="list-style-type: none"> 1. Increase in student achievement and high school graduation rates 2. Sustaining effective school leaders, teachers and staff that increased student achievement.
SBR Practice to Address Goal:	Provide job-embedded professional development in SBR practices to improve leadership, instruction and student achievement.
Description of Action Steps	Person(s) Responsible
Resources	Documentation
Q1	Q2
Q3	Q4
1 Meet with union leadership to discuss and provide an opportunity to develop a performance-based incentive system to be shared and approved by the LEA and designated schools.	Superintendent of Schools Asst. Superintendent of Operations Director of Human Resources Union leadership
2 Collaborate with Union leadership to establish criteria for performance-based incentives	Superintendent of Schools Asst. Superintendent of Operations Director of Human Resources Union leadership
3 Share recommendation of criteria and performance-based incentive system with the SIG school	Superintendent of Schools Asst. Superintendent of Operations Director of Human Resources Union leadership
4 The LEA will revise and share policies related to performance-based dismissals with the union leadership and all staff members.	Director of Human Resources
5 The LEA will review and revise job description and qualifications for all candidates for teaching. The new descriptions and qualifications will be shared with all staff members.	Director of Human Resources
6 The LEA will provide all administrators with	Asst. Superintendent of
	\$25,000 – PD
	Agendas
	X X

	intense professional development regarding developing professional development plans, which will include goals to be attained over a 90-day period.	Operations Director of Human Resources	\$20,000 – Consultants	Attendance rosters Training materials		
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SIG Required Activity – 4	Provide staff ongoing, high-quality, job-embedded professional development (PD) that is aligned with the school's comprehensive instructional program and designed with school staff to ensure they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies.																																																																
SMART Goal:	By September 1, 2011, all teachers will have received professional development to implement the instructional practices needed to address the deficient skills of students identified by summative assessments in Language Arts Literacy and Mathematics and be able to use effective strategies to meet the needs of the adolescent learner.																																																																
Indicators of Success:	<ol style="list-style-type: none"> 1. Students will achieve a minimum of 80% mastery on formative assessments after receiving effective instruction. 2. Teachers will be able to model effective instructional practices for their colleagues through lesson study activities. 																																																																
SBR Practice to Address Goal:	Use of formative and summative assessment data to differentiate and modification instruction to address individual student deficiencies.																																																																
Description of Action Steps	<table border="1"> <thead> <tr> <th></th> <th>Person(s) Responsible</th> <th>Resources</th> <th>Documentation</th> <th>Q1</th> <th>Q2</th> <th>Q3</th> <th>Q4</th> </tr> </thead> <tbody> <tr> <td>1</td><td>Teachers complete a pre- professional development needs assessment to determine their experience and expertise in instruction and data analysis</td><td>School-based coaches and teachers</td><td>N/A</td><td>Professional development survey</td><td>X</td><td></td><td></td></tr> <tr> <td>2</td><td>Select outside provider(s) to deliver job- embedded PD</td><td>District and school administrators</td><td>PD for Special Education Inclusion Staff, General Education Staff, Performing/ Fine Arts Staff - Page #</td><td>Bidding process- provider proposals</td><td>X</td><td></td><td></td></tr> <tr> <td>3</td><td>Schedule the delivery of job-embedded PD by outside provider and school-based coaches</td><td>School administrator Outside provider and school-based coaches</td><td>PD for Special Education Inclusion Staff, General Education Staff, Performing/ Fine Arts Staff - Page #</td><td>\$170,000 – PD Consultant \$170,000 – PD Consultant \$170,000 – PD Consultant</td><td>Outside provider and school-based PD weekly schedule</td><td>X</td><td>X</td></tr> <tr> <td>4</td><td>Teachers receive PD and develop plans to implement instructional practices</td><td>Outside provider, school-based coaches and teachers</td><td>PD for Special Education Inclusion Staff, General Education Staff, Performing/ Fine Arts Staff - Page #</td><td>PD for Special Education Inclusion Staff, General Education Staff, Performing/ Fine Arts Staff - Page #</td><td>Outside provider and school-based PD weekly schedule</td><td>X</td><td>X</td></tr> <tr> <td>5</td><td>Teachers observe peers implementing practices</td><td>School-based coaches and teachers</td><td>N/A</td><td>\$150,000</td><td>Peer observation forms</td><td>X</td><td>X</td></tr> <tr> <td>6</td><td>Teachers self-evaluate their instructional practices</td><td>Teachers</td><td>N/A</td><td></td><td>Teacher self-evaluation forms</td><td>X</td><td>X</td></tr> <tr> <td>7</td><td>LEA, school administrators and outside</td><td>District and school</td><td>PD for Special Education</td><td></td><td>Monitoring and evaluation</td><td>X</td><td>X</td></tr> </tbody> </table>		Person(s) Responsible	Resources	Documentation	Q1	Q2	Q3	Q4	1	Teachers complete a pre- professional development needs assessment to determine their experience and expertise in instruction and data analysis	School-based coaches and teachers	N/A	Professional development survey	X			2	Select outside provider(s) to deliver job- embedded PD	District and school administrators	PD for Special Education Inclusion Staff, General Education Staff, Performing/ Fine Arts Staff - Page #	Bidding process- provider proposals	X			3	Schedule the delivery of job-embedded PD by outside provider and school-based coaches	School administrator Outside provider and school-based coaches	PD for Special Education Inclusion Staff, General Education Staff, Performing/ Fine Arts Staff - Page #	\$170,000 – PD Consultant \$170,000 – PD Consultant \$170,000 – PD Consultant	Outside provider and school-based PD weekly schedule	X	X	4	Teachers receive PD and develop plans to implement instructional practices	Outside provider, school-based coaches and teachers	PD for Special Education Inclusion Staff, General Education Staff, Performing/ Fine Arts Staff - Page #	PD for Special Education Inclusion Staff, General Education Staff, Performing/ Fine Arts Staff - Page #	Outside provider and school-based PD weekly schedule	X	X	5	Teachers observe peers implementing practices	School-based coaches and teachers	N/A	\$150,000	Peer observation forms	X	X	6	Teachers self-evaluate their instructional practices	Teachers	N/A		Teacher self-evaluation forms	X	X	7	LEA, school administrators and outside	District and school	PD for Special Education		Monitoring and evaluation	X	X
	Person(s) Responsible	Resources	Documentation	Q1	Q2	Q3	Q4																																																										
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	provider(s) monitors and evaluates instructional practices of teachers.	administrators (supervisors, etc.), outside providers	Inclusion Staff, General Education Staff, Performing/ Fine Arts Staff	checklists		
8	LEA, school administrators and teachers analyze student work to determine if instructional practices need modification.	District, school administrators, Outside providers, instructional coaches and teachers	PD for Special Education Inclusion Staff, General Education Staff, Performing/ Fine Arts Staff	Rubrics to evaluate student work	X	X
9	Teacher will complete an end-of-year professional development needs survey	Teacher	N/A	Post professional development survey		X
10	Teachers will develop their professional development plan for the next year	Teacher	N/A	PDP for 100 hr. PD requirement		X

SIG Required Activity – 5	Implement strategies that are designed to recruit, place, and retain staff with the skills necessary to meet the needs of the students in a transformation model.						
SMART Goal:	By September 2011, the district will implement effective and sustainable strategies to recruit, place and retain 100% of the staff with skills that meet the needs of student in the transformational model						
Indicators of Success:	<ol style="list-style-type: none"> 1. Sustain staff that proven to be effective and competent utilizing SBR practices 2. Provide on-going professional development to retain staff to improve instructional practices 						
SBR Practice to Address Goal:	Providing mentorship, professional development, and incentives to retain staff with skills to meet the needs of students in the transformation model.						
Description of Action Steps	Person(s) Responsible	Resources	Documentation	Q1	Q2	Q3	Q4
1 Monthly meetings for all first year principals to deal with SOP's and state/federal /district mandates	Assistant Superintendent for Operations	N/A	Agendas, sign-in sheets	X	X	X	X
2 Bi-monthly meetings for all second year principals to continue support	Assistant Superintendent for Operations	N/A	Agendas, sign-in sheets	X	X	X	X
3 Contacts established with job placement and department faculty at colleges and universities with teacher education programs	Director of Human Resource Services	N/A	Correspondence between college/university faculty and staff; participation in local job fairs	X	X		
4 Increase the number of student teachers in the district and master teachers willing to serve as cooperating teachers	Director of Human Resource Services	Master teachers to serve as cooperating teachers		X	X	X	
5 Accurate and early forecasting of staff vacancies	Director of Human Resource Services	N/A	Agendas reflecting board approved separations; position control rosters	X	X	X	
6 Targeted mini-job fairs to recruit the best candidates for hard-to-fill content areas	Director of Human Resource Services	N/A	Postings; advertisements; sign-in sheets	X	X	X	
7 Targeting staff development to meet the needs of all teachers, but particularly those in the first three years	Division of Curriculum Services; Division of Special Education; Division of Operations; Division of Human Resource Services	N/A	Agendas; sign-in sheets	X	X	X	
8 Continued support and empowerment of district administrators via close interaction between school-based and central office administrators	Division of Curriculum Services; Division of Special Education; Division of Operations; Division of Human Resource Services	N/A	Site visit calendars and documentation	X	X	X	
9 Encourage professional staff development opportunities by providing district funds for workshops and conferences	Mr. Demming, School Business Administrator	N/A	Board agendas; District and school-based budgets	X	X	X	

<p>SIG Required Activity – 6</p> <p></p> <p>Comprehensive instructional reform strategies. The LEA must (a) use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next, as well as aligned with state academic standards; and (b) promote the continuous use of student data (such as from formative, interim, classroom, and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students.</p> <p>By June 2012, the district will identify the researched-based instructional program to be implemented in the school during the 2011-2012 school year to differentiate instruction to meet individual needs of students that are two years or more below grade level.</p>	<p>Indicators of Success:</p> <ol style="list-style-type: none"> 1. The instructional program is implemented with fidelity according to an implementation checklist. 2. Student assessment data will indicate 80% mastery on tested skill items. <p>Use of small group instruction and differentiate activities, such as guided reading, conferencing, and learning stations to address individual needs.</p> <p>SBR Practice to Address Goal:</p>	<table border="1"> <thead> <tr> <th data-bbox="719 135 747 2035">Description of Action Steps</th><th data-bbox="747 135 837 2035">Person(s) Responsible</th><th data-bbox="837 135 926 2035">Resources</th><th data-bbox="926 135 1016 2035">Documentation</th><th data-bbox="1016 135 1046 2035">Q1</th><th data-bbox="1046 135 1075 2035">Q2</th><th data-bbox="1075 135 1104 2035">Q3</th><th data-bbox="1104 135 1134 2035">Q4</th></tr> </thead> <tbody> <tr> <td data-bbox="719 135 747 2035">1 LEA and school will examine summative & formative data to identify the areas of student skill deficiencies</td><td data-bbox="747 135 837 2035">District, school administrators and school leadership teams</td><td data-bbox="837 135 926 2035">N/A</td><td data-bbox="926 135 1016 2035">NJASK data, district benchmark assessments</td><td data-bbox="1016 135 1046 2035">X</td><td data-bbox="1046 135 1075 2035"></td><td data-bbox="1075 135 1104 2035"></td><td data-bbox="1104 135 1134 2035"></td></tr> <tr> <td data-bbox="719 135 747 2035">2 LEA and school will examine curriculum to determine if modification of the pacing guide is necessary.</td><td data-bbox="747 135 837 2035">District, school administrators and school leadership teams</td><td data-bbox="837 135 926 2035">N/A</td><td data-bbox="926 135 1016 2035">NJCCC Standards, district curricula</td><td data-bbox="1016 135 1046 2035">X</td><td data-bbox="1046 135 1075 2035"></td><td data-bbox="1075 135 1104 2035"></td><td data-bbox="1104 135 1134 2035"></td></tr> <tr> <td data-bbox="719 135 747 2035">3 LEA & school will collaborate to see if additional resource materials and technology are needed for instruction</td><td data-bbox="747 135 837 2035">District, school leadership team, teachers</td><td data-bbox="837 135 926 2035">N/A</td><td data-bbox="926 135 1016 2035">District curricula, intervention materials purchase orders</td><td data-bbox="1016 135 1046 2035">X</td><td data-bbox="1046 135 1075 2035">X</td><td data-bbox="1075 135 1104 2035"></td><td data-bbox="1104 135 1134 2035"></td></tr> <tr> <td data-bbox="719 135 747 2035">4 Teachers will plan lessons to promote active learning experiences.</td><td data-bbox="747 135 837 2035">All Teachers</td><td data-bbox="837 135 926 2035">N/A</td><td data-bbox="926 135 1016 2035">Lesson plans</td><td data-bbox="1016 135 1046 2035">X</td><td data-bbox="1046 135 1075 2035">X</td><td data-bbox="1075 135 1104 2035"></td><td data-bbox="1104 135 1134 2035">X</td></tr> <tr> <td data-bbox="719 135 747 2035">5 Professional development communities will develop assessments to address multiple intelligences and learning styles of students.</td><td data-bbox="747 135 837 2035">All Teachers and students</td><td data-bbox="837 135 926 2035">N/A</td><td data-bbox="926 135 1016 2035">Formative and interim assessments</td><td data-bbox="1016 135 1046 2035">X</td><td data-bbox="1046 135 1075 2035">X</td><td data-bbox="1075 135 1104 2035"></td><td data-bbox="1104 135 1134 2035">X</td></tr> <tr> <td data-bbox="719 135 747 2035">6 Teachers will evaluate student products (portfolios) to determine mastery of skills their learning in classroom notebooks.</td><td data-bbox="747 135 837 2035">All Teachers</td><td data-bbox="837 135 926 2035">N/A</td><td data-bbox="926 135 1016 2035">Rubrics, student notebooks and portfolios</td><td data-bbox="1016 135 1046 2035">X</td><td data-bbox="1046 135 1075 2035">X</td><td data-bbox="1075 135 1104 2035"></td><td data-bbox="1104 135 1134 2035">X</td></tr> <tr> <td data-bbox="719 135 747 2035">7 Teachers will administer assessments developed by professional learning communities.</td><td data-bbox="747 135 837 2035">All teachers</td><td data-bbox="837 135 926 2035">N/A</td><td data-bbox="926 135 1016 2035">Formative and interim assessments</td><td data-bbox="1016 135 1046 2035">X</td><td data-bbox="1046 135 1075 2035">X</td><td data-bbox="1075 135 1104 2035"></td><td data-bbox="1104 135 1134 2035">X</td></tr> <tr> <td data-bbox="719 135 747 2035">8 School administration and teachers will analyze the formative assessment data to</td><td data-bbox="747 135 837 2035">School administration and all teachers</td><td data-bbox="837 135 926 2035">N/A</td><td data-bbox="926 135 1016 2035">Formative and interim assessments</td><td data-bbox="1016 135 1046 2035">X</td><td data-bbox="1046 135 1075 2035">X</td><td data-bbox="1075 135 1104 2035"></td><td data-bbox="1104 135 1134 2035">X</td></tr> </tbody> </table>	Description of Action Steps	Person(s) Responsible	Resources	Documentation	Q1	Q2	Q3	Q4	1 LEA and school will examine summative & formative data to identify the areas of student skill deficiencies	District, school administrators and school leadership teams	N/A	NJASK data, district benchmark assessments	X				2 LEA and school will examine curriculum to determine if modification of the pacing guide is necessary.	District, school administrators and school leadership teams	N/A	NJCCC Standards, district curricula	X				3 LEA & school will collaborate to see if additional resource materials and technology are needed for instruction	District, school leadership team, teachers	N/A	District curricula, intervention materials purchase orders	X	X			4 Teachers will plan lessons to promote active learning experiences.	All Teachers	N/A	Lesson plans	X	X		X	5 Professional development communities will develop assessments to address multiple intelligences and learning styles of students.	All Teachers and students	N/A	Formative and interim assessments	X	X		X	6 Teachers will evaluate student products (portfolios) to determine mastery of skills their learning in classroom notebooks.	All Teachers	N/A	Rubrics, student notebooks and portfolios	X	X		X	7 Teachers will administer assessments developed by professional learning communities.	All teachers	N/A	Formative and interim assessments	X	X		X	8 School administration and teachers will analyze the formative assessment data to	School administration and all teachers	N/A	Formative and interim assessments	X	X		X
Description of Action Steps	Person(s) Responsible	Resources	Documentation	Q1	Q2	Q3	Q4																																																																			
1 LEA and school will examine summative & formative data to identify the areas of student skill deficiencies	District, school administrators and school leadership teams	N/A	NJASK data, district benchmark assessments	X																																																																						
2 LEA and school will examine curriculum to determine if modification of the pacing guide is necessary.	District, school administrators and school leadership teams	N/A	NJCCC Standards, district curricula	X																																																																						
3 LEA & school will collaborate to see if additional resource materials and technology are needed for instruction	District, school leadership team, teachers	N/A	District curricula, intervention materials purchase orders	X	X																																																																					
4 Teachers will plan lessons to promote active learning experiences.	All Teachers	N/A	Lesson plans	X	X		X																																																																			
5 Professional development communities will develop assessments to address multiple intelligences and learning styles of students.	All Teachers and students	N/A	Formative and interim assessments	X	X		X																																																																			
6 Teachers will evaluate student products (portfolios) to determine mastery of skills their learning in classroom notebooks.	All Teachers	N/A	Rubrics, student notebooks and portfolios	X	X		X																																																																			
7 Teachers will administer assessments developed by professional learning communities.	All teachers	N/A	Formative and interim assessments	X	X		X																																																																			
8 School administration and teachers will analyze the formative assessment data to	School administration and all teachers	N/A	Formative and interim assessments	X	X		X																																																																			

	identify areas needed for corrective instruction.			
9	Teachers will re-assess students for mastery of skills covered in corrective instruction.	All teachers	N/A	Post-formative and interim assessments
10	Students will self-assess and provide reflective responses about their learning and products.	Students	N/A	Student performance tasks, portfolios and project-based activities

SIG Required Activity – 7a	Increasing learning time and creating community-oriented schools. The LEA must (a) establish schedules and strategies that provide increased learning time for all students.						
SMART Goal:	By September 2011, the instructional day will be increased to create a community oriented school to provide more learning time for all students						
Indicators of Success:	<p>1. Students will achieve a minimum of 80% mastery on formative assessments after receiving effective instruction.</p> <p>2. Teachers will be able to model effective instructional practices for their colleagues through lesson study activities.</p>						
SBR Practice to Address Goal:	More time on task to address student deficiencies as indicated on formative assessment.						
Description of Action Steps	Person(s) Responsible	Resources	Documentation	Q1	Q2	Q3	Q4
1 Meet with Union representatives to amend the teachers collective bargaining agreement to (a) expand student learning time and (b) increase time for teachers to collaborate and participate in professional development	- Superintendent of Schools - Assistant Superintendent of Operations - Director of Personnel - President of EOEA	N/A	Meeting Agenda Minutes	X			
2 Develop a Memorandum of Agreement (MOA) to (a) expand student learning time and increase collaboration and professional development for teachers	- Superintendent of Schools - Assistant Superintendent of Operations - Director of Personnel - President of EOEA	N/A	MOA Meeting Agenda Board of Education Resolutions	X			
3 Develop a written description of the programs designed to extend learning time	- Acting Administrative Assistant for Curriculum - Principal of Healy MS - Assistant Principal of Healy MS	N/A	Meeting Agenda Program Descriptions	X			
4 Meet with local governmental agencies, mental health organizations, recreational agencies, college/universities, churches and social clubs to facilitate a community-oriented school	- Director of Educational Support - Principal of Healy MS - Assistant Principal of	N/A	Letters to Agencies Meeting Agenda Minutes	X			

		Healy MS				
5	Develop a MOU with selected community-based organizations	- Superintendent of Schools - Assistant Superintendent of Operations - Director of Personnel - President of EOEA	N/A	MOA Meeting Agenda Minutes	X	
6	Develop program descriptions of selected community-oriented programs	- Director of Educational Support - Principal of Healy MS - Assistant Principal of Healy MS - SIG Supervisor	N/A	Program Descriptions	X	
7	Obtain Board approval of MOU for extended learning time and increased teacher time for professional development and collaborative planning	- Superintendent of Schools - Director of Personnel	N/A	Board of Education Resolutions	X	
8	Obtain Board approval of MOU for selected community-oriented programs	- Superintendent of Schools - Assistant Superintendent of Operations	N/A	Board of Education Resolutions	X	
9	Implement and monitor approved extended time academic programs	- Acting Administrative Assistant for Curriculum - Principal of Healy School - SIG Supervisor - SIG Clerk	- Administration \$42,303 - SIG Supervisor (New Position) \$110,000 - SpEd TAs (7) \$37,800 - SIG Clerk (New Position) \$45,000 - Secretary \$18,000 - Nurse \$9,600 - Guidance \$9,600	Board Resolutions – Hiring Site Visitation Reports School Leadership Team (SLT) Agenda	X	X

		- Social Workers \$4,800		
		- Instructional Coaches \$19,200		
		- Security \$16,200		
		- Benefits \$96,010		
		- Teachers (27) \$259,200		
		- Materials & Supplies \$50,000		
		- Achieve 3000 - \$200,000		
		- School Snacks - \$6,000		
		- Late Bus Transportation - \$17,575		
10	Provide training for staff participating in extended time academic programs	- Principal of Healy School N/A	Professional Development	X X X
11	Implement and monitor community-oriented programs	- SIG Supervisor - Director of Educational Support - Principal of Healy School - SIG Supervisor	Partnership Agreement - \$50,0000	X X X
12	Evaluate extended academic programs and community oriented programs	- Principal of Healy School - SIG Supervisor	Meeting Agenda Written Evaluation	X

SIG Required Activity – 7b	Increasing learning time and creating community-oriented schools. The LEA (b) provides ongoing mechanisms for family and community engagement.						
SMART Goal:	By June 2012, 50% increase of the parents in the school will participate in at least three parent-teacher events (e.g. schedule parent-teacher conferences, Open House, calls from a teacher to discuss student progress).						
Indicators of Success:	1. Increase attendance at parental activities/workshops and parental volunteers 2. Parental Survey Results						
SBR Practice to Address Goal:	Establishing and maintaining effective communication between Home and School is a SBR Practice consistently resulting in parental involvement having a positive effect on grades and increased time spent on homework. The effect of parent involvement in students' academic and social lives should be considered as a means of improving academic progress.						
Description of Action Steps	Person(s) Responsible	Resources	Documentation	Q1	Q2	Q3	Q4
1 Help parents with strategies for supporting school work/homework across the grades.	School Leadership Team Academic Coaches	N/A	Agendas Sign In Sheet Activity Evaluation/Feedback Sheets Purchase Orders	X	X	X	X
2 Provide building level resources that encourage parents to gain insight and knowledge into their vital role.	Community Outreach Coordinator	Incentives for Attending Activities – Positive Promotions \$1,000	Purchase Orders Activity Evaluation/Feedback Sheets	X	X	X	X
3 Provide resources through the development of a Parent Involvement link on the district's website.	School Leadership Team Academic Coaches	Parental Emails School Messenger Program	Website	X	X	X	X
4 Cultivate opportunities for individuals to contribute specialized skills by developing a Talent Bank on-line for Career Days, mentoring, school-to-work experiences, etc.	School Administrators Community Outreach Coordinator	Community Partners	District Website	Agendas Sign In Sheet Activity Evaluation/Feedback Sheets	X	X	X
5 Volunteer opportunities such as PTO, student-led conferences, field trips, classroom helpers, booster groups, arts, etc.	Community Outreach Coordinator	Community Partners	N/A	Agendas Sign In Sheet Activity Evaluation/Feedback Sheets	X	X	X
6 Participate on district-wide and school building committees, attend special topic meetings, Board of	School Leadership Team	Community Outreach	N/A	Agendas Sign In Sheet	X	X	X

	Education meetings, etc.	Coordinator				
7	Maintain District Website offerings for parents.	Technology Teacher	N/A	Website	X	X
8	Create Parent Center	School Leadership Team Community Outreach Coordinator	N/A	Agendas Sign In Sheet Activity Evaluation/Feedback Sheets	X	
9	Work to broaden the support system for parents by hosting a Parent University workshop in October utilizing a variety of speakers on topics of special significance to parents.	School Leadership Team Community Outreach Coordinator	N/A	Agendas Sign In Sheet Activity Evaluation/Feedback Sheets	X	
10	Provide parents with materials and training to help them work with their child to improve their child's academic achievements (i.e., Family Nights, newsletter "tips", etc.)	School Leadership Team Academic Coaches Community Outreach Coordinator	PD Consultant \$5,000 -Strive to Succeed Coaching Services	Agendas Sign In Sheet Activity Evaluation/Feedback Sheets	X	X
11	Inform parents on curriculum and assessment standards, No Child Left Behind requirements, NJ ASK 6-8, District Benchmark Assessments, monitoring their students' progress, and working with educators.	School Leadership Team Academic Coaches Community Outreach Coordinator	District Website	Agendas Sign In Sheet Activity Evaluation/Feedback Sheets	X	X
12	Coordinate parental participation activities with other community resources and programs	Community Outreach Coordinator	N/A	Activity	X	X
13	Communicate information about school and parent programs in an understandable format (parent friendly)	School Leadership Team Academic Coaches Community Outreach Coordinator	N/A	Copies of Flyers, Newsletters, etc.	X	X
14	Back to School Night/Open	School Leadership Team	N/A	Agendas Sign In Sheet	X	X

	House	Academic Coaches Community Outreach Coordinator		Activity Evaluation/Feedback Sheets		
15	Parent/Teacher Conferences	School Leadership Team Academic Coaches School Staff Community Outreach Coordinator	N/A	Sign In Sheet Activity Evaluation/Feedback Sheets	X	X X X
16	Parent Advisory Committee	Community Outreach Coordinator	N/A	Agendas Sign In Sheet Feedback Sheets	X	X X X
17	Provide orientation activities for new parents and teachers*	School Leadership Team Academic Coaches Community Outreach Coordinator	N/A	Agendas Sign In Sheet Feedback Sheets	X	X X X
18	Interpret test results for students and parents*	School Leadership Team Academic Coaches	N/A	Agendas Sign In Sheet Feedback Sheets	X	X X X
19	Conduct a Parent Survey to assess the needs of parents*	Community Outreach Coordinator	Survey Monkey	Survey Results	X	X X X
20	Host a Multicultural event to encourage the appreciation for diversity within the entire school population*	School Leadership Team Academic Coaches Community Outreach Coordinator	Food & Beverages - \$2,000	Agendas Sign In Sheet Feedback Sheets	X	X X X
21	Family Night*	Community Outreach Coordinator	Workshop Materials - \$1,000	Agendas Sign In Sheet Feedback Sheets	X	X X X
22	Grand Parents Day	Community Outreach	N/A	Agendas	X	X X X

		Coordinator			Sign In Sheet Feedback Sheets		
		Community Outreach Coordinator	N/A	Agendas Sign In Sheet Feedback Sheets		X	X
23	Collaborating with PTO to facilitate activities with existing clubs and organizations and work to create new initiatives*						
24	Scheduling “Digital Days” whereby parents can attend technology sessions along with their children to learn more about the importance of infusing technology into all subject areas. Parents also have the option to log into selected intervention programs (TeenBiz3000, Compass Learning and Read 180)	Community Outreach Coordinator Technology Teachers	N/A	Agendas Sign In Sheet Feedback Sheets		X	X

SIG Required Activity – 8

Providing operational flexibility and sustained support. The LEA must (a) give the school sufficient operational flexibility (such as staffing, calendars/ time, and budgeting) to implement fully a comprehensive approach to substantially improve student achievement outcomes and increase high school graduation rates; and (b) ensure that the school receives ongoing, intensive technical assistance and related support from the LEA, the SEA, or a designated external lead partner organization (such as a school turnaround organization or an EMO).

SMART Goal:

By September 2011, the district will provide the school leader flexibility for staffing, calendars, budgeting and other technical assistance to ensure an improvement in student achievement and an increase in the graduation rate.

Indicators of Success:

1. Students will achieve a minimum of 80% mastery on formative assessments after receiving effective instruction.

2. Increase in graduation rate by 75%

Collaborative planning among members of the school leadership, the district and external partner to ensure operational flexibility and on-going communication.

Description of Action Steps		Person(s) Responsible	Resources	Documentation	Q1	Q2	Q3	Q4
1	Meet with building administrators to review the staffing formula and provide the opportunity to realign staff, or request additional staffing based on programmatic and student needs.	Superintendent of Schools Candace Wildy School Principal	N/A	Staffing document Agenda Sign in sheet	X			
2	Seek out and research local colleges, universities, or organizations that offer programs geared to cultivating transformational leaders.	Asst. Superintendent of Operations Director of Human Resources	N/A	Purchase requisitions Description of programs	X	X	X	
3	Develop an Aspiring Leaders Academy to cultivate a cadre of candidates prepared for leadership roles and responsibilities.	Asst. Superintendent of Operations Director of Human Resources	\$2000 – Training materials \$10,000 - Consultants	Roster of participants agendas	X			
4	Upon Board adoption, post District goals in all schools.	Office of the Superintendent	N/A	Purchase order Poster of goals	X			
5	Identify an item and test development program/process that will assist supervisors with developing and analyzing assessments that are correlated to state and/or national core standards.	District Supervisors	N/A	Purchase order	X	X	X	X
6	Provide professional development to parents regarding how to access their child's student information on the District database system.	Asst. Superintendent of Operations Professional Development Trainers	\$1,000- training materials \$5,000-refreshments \$7,000-PD stipends	Transmittal Agendas Purchase orders	X	X	X	X

SIG Required Activity – 9	Establish a system to collect data for the required leading indicators for schools receiving SIG funds.						
SMART Goal:	By November 30, 2011, Tyson Middle/High School will have a schoolwide data team with a clear vision for schoolwide data collection and use to drive instruction.						
Indicators of Success:	<ol style="list-style-type: none"> 1. All core subject teachers will have access to their student data. 2. The establishment of a school data team that will meet regularly so that relevant data drives classroom instruction. 						
SBR Practice to Address Goal:	Using Student Data to Support Instructional Decision Making						
Description of Action Steps	Person(s) Responsible	Resources	Documentation	Q1	Q2	Q3	Q4
1 Hire a School Information Officer	Director of Human Resources School Principal	Salary 75,000	Job Description Board Agenda	X			
2 Establish School Data Teams	School Principal School Information Officer Leadership Team	N/A	Team member roster Meeting Schedule Agendas Sign-in Sheets	X			
3 Establish a clear vision for school-wide data use	School Principal School Information Officer Leadership Team	N/A	Schoolwide data vision	X			
4 Collect and prepare a variety of data including school demographics and student achievement results	School Principal School Information Officer Leadership Team	N/A	Data Binders Data Walls	X	X	X	X
5 Provide supports that foster a data-driven culture within the school	School Principal School Information Officer Leadership Team	N/A	Memos Agendas Sign-in Sheets	X	X	X	X
6 Interface with the district's student management system (Focus) and assessment program (Edisoft)	School Information Officer	N/A	Printed Reports Agendas Sign-in Sheets	X	X	X	X
7 Provide feedback to teachers and students that is timely, specific and constructive	School Principal School Information Officer Leadership Team Coaches	N/A	Printed Reports Agendas Sign-in Sheets	X	X	X	X
8 Provide ongoing data leadership	School Information Officer	N/A	Printed Reports Agendas Sign-in Sheets	X	X	X	X
9 Assist in the planning of professional development activities based on student	School Principal School Information	N/A	Professional Development Offerings	X	X	X	X

	achievement results	Officer Leadership Team Coaches					
10	Interpret student results and assist in the development of hypotheses about how to improve teaching and learning	School Principal School Information Officer Leadership Team Coaches	N/A	Printed Reports Agendas Sign-in Sheets	X	X	X

Form S-10

March 24, 2011

THREE-YEAR BUDGET AMOUNTS AND NARRATIVE**LEA : East Orange School District****Name of School: Patrick F. Healy Middle School****BUDGET AMOUNTS**

School	BUDGET AMOUNTS			Total
	Pre-Implementation	Year 1	Year 2	
		Year 1	Year 2	
LEA	0	1,630,288	1,602,963	4,460,536
Total Budget		1,630,288	1,602,963	4,460,536

Budget Narrative

The East Orange School District is submitting this School Improvement Grant (SIG) application and corresponding budget request for our Tier I school, Patrick F. Healy Middle School. The budget requests are directly tied to the goals and objectives and activities of this grant proposal. Full implementation of the Transformation model will allow the school to significantly improve teaching and learning for the students at Healy.

Approximately 18% of requested funds will pay for the extended 300 hours for existing instructional staff. Another 7% will pay for existing support service staff to extend their work load by 300 hours. Three staff members are being added. A SIG Supervisor, SIG Clerical and a School Information Officer.

Approximately \$560,000 or 34% has been budgeted for High-Quality, Job-Imbedded, sustained Professional Development and Community Based Partnerships. An additional \$200,000 will go to a new customized, Achieve 3000 differentiated instructional literacy program designed to meet the learning needs of our students.

The East Orange School District believes the budget requests and the accompanying goals and activities will lead to substantial and sustained school-wide reforms

S-11**BUDGET DETAIL FORM A**

Personal Services - Salaries

Function & Object Codes 100-100 and 200-100

NGO TITLE: School Improvement Grant
SCHOOL NAME: Patrick F. Healy Middle School

NOTES: Copy this form. Refer to Part III, Constructing a Grant Application Budget, of the *Discretionary Grant Application* for instructions.
Complete all columns. Use multiple lines for a single entry if necessary.

PROGRAM GOAL/ OBJECTIVE/ ACTIVITY	FUNCTION & OBJECT CODE	POSITION/NAME	COST CALCULATION		GRANT REQUEST AMOUNT
			For full-time positions: total annual salary x percent of time to the grant project = total	For part-time positions: rate (\$) per hour x number of hours per week x number of weeks per year = total	
7a-9	100-100	Teacher Salary/Stipends	27 Teachers x \$32.00 x 300 hours		259,200
7a-9	100-100	Teacher Assistant (TA) Salary/Stipend	7 TAs x \$18.00 x 300 hours		37,800
7a-9	200-100	Administrator Salary/Stipends	2 Administrators x 300 hours		42,303
7a-9	200-100	Secretarial Salary/Stipends	2 Secretaries x \$18.00 x 300 hours		18,000
7a-9	200-100	Security Monitors	3 Security Monitors x \$18.00 X 300 hours		16,200
7a-9	200-100	Support Staff (Guidance, Social Worker	4.5 Support Staff x \$32.00 x 300 hours		43,200
		Tech. Coord. Literacy and Math Coach,			
		(Nurse)			
8-6	200-100	Trainer Stipend for after school parent PD	\$32 per hour x 219 hours		7,000
7a-9	200-100	SIG Supervisor (New Position)	\$110,000 x 100%		110,000
9-1	200-100	School Information Officer (New Position)	\$75,000 x 100%		75,000
7a-9	200-100	SIG Clerk (New Position)	\$45,000 x 100%		45,000

S-12**BUDGET DETAIL FORM B**

*Personal Services – Employee Benefits
Function & Object Code 200-200*

NGO TITLE: School Improvement Grant
SCHOOL NAME: Patrick F. Healy Middle School

NOTES: Copy this form. Refer to Part III, Constructing a Grant Application Budget, of the *Discretionary Grant Application* for instructions.
Complete all columns. Use multiple lines for a single entry if necessary.

POSITION/NAME	GRANT REQUESTED SALARY AMOUNT	FICA	TPAF	PERS	WRKR'S COMP	UNEMPLY.	DISABIL.	HEALTH	OTHER	SPECIFY: BENEFITS	TOTAL % OF BENEFITS	GRANT REQUEST AMOUNT (BENEFITS ONLY)
27 Teacher Stipends	259,200	19,829									100%	19,829
7 Teacher Assistant	37,800	2,892									100%	2,892
2 Administrators	42,303	3,236									100%	3,236
2 Secretaries	18,000	1,377									100%	1,377
3 Security Monitors	16,200	1,239									100%	1,239
4.5 Support Staff	43,200	3,305									100%	3,305
Coach Stipend	7,000	536									100%	536
SIG Supervisor	110,000	8,415	22,000								100%	30,415
School Information Officer	75,000	5,738	15,000								100%	20,738
SIG Clerk	45,000	3,443	9,000								100%	12,443

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BUDGET DETAIL FORM C

**Purchased Professional and Technical Services
Function & Object Codes 100-300 and 200-300**

NGO TITLE: School Improvement Grant
SCHOOL NAME: Patrick F. Healy Middle School

NOTES: Copy this form. Refer to Part III, Constructing a Grant Application Budget, of the *Discretionary Grant Application* for instructions. Complete all columns. Use multiple lines for a single entry if necessary.

S-14

BUDGET DETAIL FORM D

Supplies and Materials

Function & Object Codes 100-600 and 200-600

NGO TITLE: School Improvement Grant
SCHOOL NAME: Patrick F. Healy Middle School

NOTES: Copy this form. Refer to Part III, Constructing a Grant Application Budget, of the *Discretionary Grant Application* for instructions. Complete all columns. Use multiple lines for a single entry if necessary.

PROGRAM GOAL/ OBJECTIVE/ ACTIVITY	FUNCTION & OBJECT CODE	ITEM DESCRIPTION	UNIT COST (UC)	QUANTITY (Q)	GRANT REQUEST AMOUNT (GR)
7a-9	100-600	Instructional Supplies	50,000	1	50,000
2-1	200-600	Supplies for committee developing teacher evaluation system	5,000	1	5,000
2-6	200-600	Supplies for committee developing principal evaluation system	5,000	1	5,000
3-6	200-600	PD - Frameworks	25,000	1	25,000
7a-9	200-600	School Snacks	6,000	1	6,000
7b-2	200-600	Incentives	1,000	1	1,000
7b-21	200-600	Workshop Materials	1,000	1	1,000
8-3	200-600	Training Materials for Aspiring Leaders Academy	2,000	1	2,000
8-6	200-600	Training Materials for parents workshops	1,000	1	1,000

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BUDGET DETAIL FORM E

Equipment

Function & Object Codes 400-731 and 400-732

NGO TITLE: School Improvement Grant
SCHOOL NAME: Patrick F. Healy Middle School

NOTES: Copy this form. Refer to Part III, Constructing a Grant Application Budget, of the *Discretionary Grant Application* for instructions. Complete all columns. Use multiple lines for a single entry if necessary.

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BUDGET DETAIL FORM F

Other Purchased Services, Other Objects, Purchased Property Services, Travel, Indirect Costs, Buildings Function & Object Codes 100-500, 100-800, 200-400, 200-500, 200-580, 200-800, 200-860, 400-720

NGO TITLE: School Improvement Grant
SCHOOL NAME: Patrick F. Healy Middle School

NOTES: Copy this form. Refer to Part III, Constructing a Grant Application Budget, of the *Discretionary Grant Application* for instructions. Complete all columns. Use multiple lines for a single entry if necessary.

Form S-17
NJ DEPARTMENT OF EDUCATION
APPLICATION FOR FUNDS - BUDGET SUMMARY

LEA Name: East Orange School District

School Name: Patrick F. Healy Middle School County/LEA/School Code: 13/1210/150

NGO Title: School Improvement Grant (Cohort 2 – Year 1) NGO#: 11-SG03-H02

BUDGET CATEGORY	FUNCTION & OBJECT CODE	STATE FUNDS (Column 1)	FEDERAL FUNDS (Column 2)	SIG FUNDS (Column 3)	SIG ADMIN COST SUMMARY (Column 4)	SIG TOTAL Sum of columns 3 &4 (Column 5)
INSTRUCTION						
Personal Services - Salaries	100-100			297,000		297,000
Purchased Professional & Technical Services	100-300			0		0
Other Purchased Services	100-500			0		0
Supplies and Materials	100-600			50,000		50,000
Other Objects	100-800			0		0
SUBTOTAL - INSTRUCTION				347,000		347,000
SUPPORT SERVICES						
Personal Services - Salaries	200-100			356,703	0	356,703
Personal Services – Employee Benefits	200-200			96,010	0	96,010
Purchased Professional & Technical Services	200-300			560,000	0	560,000
Subgrant Cost Summary	200-320			0	0	0
Purchased Property Services	200-400			0	0	0
Other Purchased Services	200-500			224,575	0	224,575
Travel	200-580			0	0	0
Supplies and Materials	200-600			46,000	0	46,000
Other Objects	200-800			0	0	0
Indirect Costs	200-860			0	0	0
SUBTOTAL - SUPPORT SERVICES				1,283,288	0	1,283,288
FACILITIES ACQUISITION & CONSTR. SVCS						
Buildings	400-720					
Instructional Equipment	400-731			0		0
Noninstructional Equipment	400-732			0		0
SUBTOTAL - FACILITIES				0		0
TOTAL COST				1,630,288	0	1,630,288

Dexter K. Denney
 Business Administrator/Chief Fiscal Officer

4-25-2011

Date